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ABSTRACT

The proceedings of the congress include the following workshop summaries: "Continuing Education and Training (CET) and Society" (Sellin); "The Social Dialogue" (Smith); "The Role of the Social Partners in Vocational and Further Training in Denmark" (Jensen); "Problems of Vocational Training in the Period of Transition to the Market Economy" (Csako); "Potential for Institutionalising and Formalising Cooperation between the Social Partners on Vocational Training" (Meghnagi); "CET and Society" (Kuda); "CET of Management Staff" (Standke); "CET for Managers in Europe" (Hummel); "Perspectives and Forms of Effective CET of Polish Management Staff" (Dworzecki); "Establishment of the Timisoara Institute of Management (Romania)" (Wisson); "Improved Qualification of Managerial Staff in Bulgaria" (Evgeniev); "Training Instead of Dismissal" (Makedonska, Soos); "Problems of Continuing Training in the Activity of the Employment Service" (Novikova); "Work-oriented Learning" (Stotzel, Schmidt); "Qualification Strategies for Women at Work and the Re-integration of Women into Working Life" (Prosel); "Integrated CET Programmes at Municipal Level" (Oels, Vogel); "Project-Pedagogics Approach in Training Schemes for Youth and Adults" (Vassileff); "Integrated Projects in CET" (Delatour); "Work, Ecological Crisis, Continuing Vocational Education and Training" (Knapp, Rieseberg); "Environmental Destruction" (Mackwitz); "Environmental Protection and the Workplace" (Bresso); "The Biosphere, the Technosphere and Society" (Balogh); "Psychological Problems Arising from Radical Structural Changes in the Former German Democratic Republic" (Maaz); "Learning Process as Part of the Joint Ventures in Poland" (Dyrschka); "Course in Entrepreneurship and Market Economy for Estonian Decision-Makers" (Hedlund); "Challenges to the Qualification of thw Workforce in the Transition from the Planned to the Market Economy" (Buttler); "IFG Projects in Central and Eastern Europe" (de Zitter); "Open and Flexible Distance Education and Training in Europe" (d'Azevedo); "New Methods, Old Practices" (Curran); "New Media in European CET" (Nickolmann); "Access as a Key Concept for Policies to Develop Open and Distance Learning throughout Europe" (Dondi); and "The Programme, Finish Your Schooling, Now Is the Time" (Anglarill). (KC)

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CEDEFOP Document

Perspectives for continuing education and training Cooperation between Western and Eastern Europe

3rd European Congress on Continuing Education and Training Berlin, 14 - 15 March 1991

Congress Papers

European Centre for the Development of Vocational Training

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Perspectives for continuing education and training
Cooperation between Western and Eastern Europe

3rd European Congress on Continuing Education and Training
Berlin, 14 - 15 March 1991

Congress Papers

Editor
Norbert Wollschläger

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Preface by Christine Bergmann

Mayor of Berlin and Senator for Labour and Women's Affairs

Under the heading "Perspectives for Continuing Education and Training - Cooperation between Eastern and Western Europe" another decisive step was taken towards a common Europe. Educational interests are no longer a contested issue in East-West relations. On the contrary, the countries of Europe are now convinced that a coordinated policy is an important foundation for continuing cooperation in Europe.

The delegates to the Congress can regard themselves as being amongst the first inhabitants of the much-quoted "European house". The distance between the large cities of Europe - considered by many to be a factor of separation - will be progressively reduced as free communication and the human desire for understanding gain ground. A creative policy means: we should make this house habitable. In this sense, the ideas, controversies and perspectives which were discussed during this European Congress may be viewed as the first furnishings of the house.

Continuing education as a link between Eastern and Western European countries - this is a part of Utopia come true. Every progressive society offers as much quality of life as it can achieve through its educational potential. The rapprochement between East and West may be considered the greatest opportunity of the century to substantially improve understanding between the peoples of Europe and to ameliorate their educational and thus their employment perspectives.

Our commitment today will benefit the generations of tomorrow.

Dr. Christine Bergmann
Mayor of Berlin and
Senator for Labour and Women's Affairs

Preface by CEDEFOP

International congresses serve to promote the exchange of scientific findings and experience beyond national frontiers. The larger the number of countries participating in this international accumulation of facts and opinions, the greater the organizational effort required for preparation and implementation of the congress. At the end of such large gatherings, there is sometimes a feeling that the conference results do not really justify the financial and human input required, and that everything could have been achieved at much less cost. Those who harbour such thoughts are mostly disappointed because there is no way of directly applying everything they heard during the congress in their daily work. Controversial discussions between scientists and the passionate appeals of congress delegates do not, as a rule, get a direct feed-back to national legislative bodies. However, congresses have one advantage over all other modes of circulating knowledge: personal encounters and talks between the delegates create a climate for problem solution which can never be achieved by discussions in technical journals.

This working document with the summaries of all papers presented at the 3rd European Congress on Continuing Education and Training can only present a very imperfect picture of the actual proceedings of the congress. But a more comprehensive congress report including a detailed presentation of plenary discussions, would need even more time for preparation and would still be fragmentary in the end. Conversations between the speakers and congress participants, their personal contacts, their willingness to listen to and understand each other and to learn from one another, cannot be captured in stenographic reports. They can only be appreciated by the congress participants themselves, through their own experience.

The 3rd European Congress on Continuing Education and Training was an exacting event for all those concerned, both organizers and participants. Some may think that the scientific yield was low. But its real success lay in the creation of a climate of mutual understanding and solidarity which will make itself felt for a long time. Without this climate of solidarity no peaceful and positive development in Europe can be envisaged.

CEDEFOP is proud to have played a leading role in the initiative to hold this congress, its planning and its implementation. We made a special effort to get as many participants as possible from Central and Eastern Europe to Berlin. The presence of over 300 experts from Central and Eastern Europe - despite considerable foreign exchange problems, great difficulties in obtaining visas, and the discomforts of travel - transformed the congress into a veritable European forum. For this we owe special thanks to the participants from Central and Eastern Europe.

Dr. Ernst Piehl
Director of CEDEFOP

Dott. Corrado Politi
Deputy Director of CEDEFOP

Not aid, cooperation

On 14 and 15 March 1991 the "European Congress on Continuing Education and Training" was held for the third time in Berlin, this time under the impact of the political and economic changes in Europe. **"Perspectives for Continuing Education and Training - Cooperation between Eastern and Western Europe"** was the subject of the Congress which was attended by almost 2,000 participants from over 20 Eastern and Western European countries. It was accompanied by an Information Fair at which some 100 continuing training institutions presented their work. The Congress was organized by the Berlin Senate Department for Labour and Women's Affairs in cooperation with the European Centre for the Development of Vocational Training (CEDEFOP), the Federal Institute for Vocational Training (BIBB) and the European School of Management Studies (EAP), it was supported by the EC Commission.

The Congress had the exceptional merit of uniting the highest and most renowned representatives of politics, practice and research in the field of continuing education and training. Ministers responsible for vocational training from several Eastern and Western European countries came to Berlin including Mr. Marc Fischbach, the Luxembourg Minister of Education and acting President of the EC Council of Ministers, Mr. Igor P. Smirnov, Vice-President of the State Committee for National Education of the USSR, Mr. Rainer Ortleb, Federal Minister for Education and Science in Germany, and Mr. Petr Miller, Minister of Labour and Social Affairs in the CSFR.

The Congress was inaugurated by Mrs. Vasso Papandreou, the member of the EC Commission responsible for vocational training, and Mr. Johannes Peters, Vice-President of the European Parliament.

But the 3rd European Congress on Continuing Education and Training was by no means an event just for the political leaders. On the contrary. It was mainly addressed to experts and practitioners from industrial companies and continuing education institutions and to representatives of employers' and employees' organizations. This Congress provided the very first opportunity of getting many experts from the EC Member States and from Eastern and Central Europe to meet at a "round table". In the plenary sessions, panel discussions and nine workshops problems were presented, possible solutions were outlined and new and creative initiatives for the qualification of workers in Eastern and Western Europe were discussed.

A part of Utopia come true

When, in October 1988, at the end of the 2nd European Congress on Continuing Education and Training, the question of "Cooperation between Eastern and Western Europe" was suggested by CEDEFOP as the subject of the Congress this year, no one could have even remotely imagined the political conditions under which this 3rd European Congress on Continuing Education and Training would be held. The catchword at that time was the "Internal Market" and it was considered to be the only great challenge facing continuing education and training. Since then radical changes have occurred in Europe. In Central and Eastern Europe a profound urge for democracy and freedom has had a fundamental impact on the political and economic structures. From the very beginning the European Community expressed its intention of helping these countries to stabilize their resurgent democracy and to ameliorate their ruined economies through investments.

Investment in an economy does not only mean the supply of modern production equipment and the construction of new production facilities, it also means investment in human capital. Men and women must be trained to use the new technologies, to supply modern services and to take economic decisions which are geared to future requirements. On the one hand, vocational qualification is an essential pre-condition for the anticipated increase of production and the expected economic expansion of a country. On the other hand, it represents the assets which men and women can contribute themselves to secure their means of living and to improve the quality of life. Without education and training, as Minister Marc Fischbach from Luxembourg, acting President of the EC Council of Ministers said, a human being is not in a position to come to terms with himself, and without this inner peace all other forms of peace are futile. Continuing education as a link between Eastern and Western European countries, said Christine Bergmann, Mayor in Berlin, is a part of Utopia come true, especially when the different social systems learn from their cultural and social values how to approach one another without violating the sensibilities of the other.

The aid given by the Western European states should not be confined to the mere supply of goods. There are and can be no intentions of dictating what the Central and Eastern European countries should do on their way back to Europe, to democracy and a market economy. This was already emphasized by Jacques Delors last year. Continuing in this spirit, Mrs. Vasso Papandreou, inaugurating the Congress, stressed that the idea was not to give good advice as if we know everything to be known much better than these countries. The aim was to give as much assistance as possible.

Assistance certainly, but how

No answer was found in the Congress discussions to the question of what concrete shape this support for Central and Eastern Europe could take. The initial situations are too divergent, the problems too numerous, and knowledge of one another still too inadequate to have enabled the nine workshops in the Congress to work out directly applicable solutions. Even though the 300 experts from Central and Eastern Europe expressed the urgent need for assistance from the West, it was clear that the mere imitation of Western European continuing training patterns was not a feasible approach. At the same time, these discussions also made the Western European participants more aware of the shortcomings and limitations of their own systems.

The following sections are based on the reports of the nine workshops. As they have to be brief, they cannot present a complete picture of the deliberations, but they do describe the leading issues and show the atmosphere in which the discussions took place.

The role of the social partners in continuing education and training

Employers and employees should participate with equal rights in the definition of the goals and content of vocational training and continuing training. This participation of the social partners is acknowledged in all Western European states and corresponds to the understanding of democracy in our society. However, the forms of participation still vary greatly in the individual EC Member States. If the pre-conditions for the implementation of decisions do not exist, there is a danger that this will remain a pure ritual. Many different agencies and institutions must first of all be equipped with the necessary instruments and research and operational resources. Social dialogue has been established in the field of continuing vocational training but there is still room for improvement at the enterprise level. Western Europe can give the countries of Central and Eastern Europe "help for self-help" only through the establishment of a democratic economic order and educational systems which are committed to democracy. None of this can be achieved without the active participation of the social partners. In this context cooperation cannot mean the imposition of one's own models. The call is not "Go West" but "Go East"! There is a need here to have greater accessibility and a broader expansion of existing EC educational programmes (LINGUA, COMETT, PETRA, FORCE, PHARE, TEMPUS, and others).

Burkart Sellin
CEDEFOP

Continuing education and training and society - the role of the social partners in continuing vocational education and training; possibilities and limitations in institutionalizing collaboration

This workshop consists of three sections: the introduction, the keynote addresses and the discussion.

This workshop will focus on

1) the question of "institutionalizing/formalizing the participation" of employee representatives in enterprises with regard to continuing training issues (access to continuing training and education, type and scale of in-company continuing training, and leave for the purpose of continuing training, etc.)

2) The institutionalization of bodies based on equal and/or three-party representation at inter-professional and sectorial levels, at regional authority level, at regional, national and EC levels, and finally in Pan-European cooperation in the future.

A general introduction will be given by a speaker of the EC who is monitoring the work within the framework of the social dialogue in the area of initial and continuing training and who is able to link this with the EC action programme FORCE which aims to promote continuing training.

Following this, examples from four European countries (two Eastern or central European countries and two Western European ones), will be used to demonstrate the possibilities and limitations of institutionalizing participation at the above-mentioned levels (main section).

The third session, to be chaired by Ernst Piehl, Director of CEDEFOP, will be a discussion. The aim will be to draw up concrete proposals for action to promote East-West cooperation, e. g. between existing and developing institutions based on equal or one-third representation or with self-governing organs. ▲

Frances Smith
Commission of the European Communities
Brussels

The Social Dialogue: A Community framework for the Social Partners' contribution towards Vocational Training Policy

1 Why have a Social Dialogue? Some background information on the setting up of the Social Dialogue

2 Characteristics of the Social Dialogue

- Confidence-building process between the two sides of industry
- No voting procedure
- Without deadlines

3 Operational format

- Steering Group
- Working parties
- Objectives

4 Outline of the existing Joint Opinions

- Social Dialogue and the new technologies
- Education and training
- Transition from school to Adult and working life
- (draft) Access to continuing training

5 Follow-up and future plans

6 Involvement of the Social Partners in the Community Training programmes, in particular FORCE. ▲

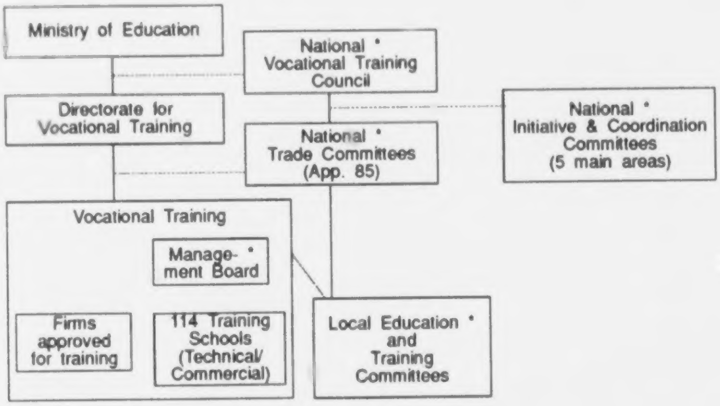
6

The role of the social partners in vocational and further training in Denmark

Niels Lykke Jensen
LO-Denmark
(Danish Trade Unions Federation)

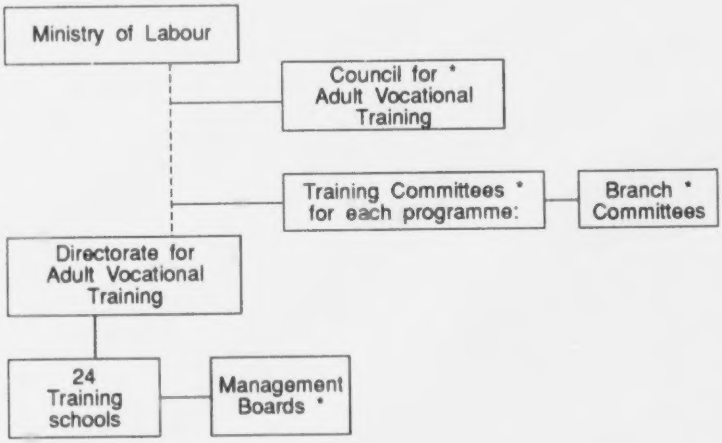
The Danish Model for Vocational Training

Initial vocational training (ages 16-19):


Ministry of Education
National * Vocational Training Council
Directorate for Vocational Training
National * Trade Committees (App. 85)
National * Initiative & Coordination Committees (5 main areas)
Vocational Training
Manage- * ment Board
Firms approved for training
114 Training Schools (Technical/ Commercial)
Local Education * and Training Committees

The roles of the National Council for Vocational Education and Training, the Trade Committees, the Local Training Committees as well as the School Boards have all been strengthened, partly to meet national needs, partly to secure a greater fulfilment of local needs. In all these bodies mentioned here, the principle of parity between the social partners exists.

Vocational training for adults:


Ministry of Labour
Council for * Adult Vocational Training
Training Committees * for each programme:
Branch * Committees
Directorate for Adult Vocational Training
24 Training schools
Management Boards *

---

*These bodies are composed by an equal number of representatives from
- Employer organizations
- Employee organizations

As may be seen from the diagrams, there is an extensive participation by the social partners - in questions such as:

- legislation
- regulation of content and duration of training
- standards
- resources
- coordination

Historical development

Some of the most important events in the development of training in Denmark are listed below:

- In the Middle Ages the craft guilds formulated strict rules for the training of apprentices.

- The first commercial and technical schools were established 1850. They were privately owned and instruction was conducted after working hours.

- When industrialization began, there was a shortage of qualified labour, and the parliament passed "The Training of Apprentices Act" (1899).

  Since then, the social and technological developments have implied several changes of which the following can be mentioned:

- In 1956, a new Act stipulated that the instruction of apprentices had to take place during the day.

- Unions and employers' organizations with their growing strength and mutual acceptance began in the course of this century, to play an important role in vocational training programmes.

- The social partners are, for example, equally represented in the councils, boards and committees, which influence the preparation and implementation of legislation.

- Also the governmental authorities gradually increased their role through legislation and financing.

- In 1977, a new and contemporary kind of vocational training, which started at e. g. a technical school, (EFG) parallel to the traditional apprentice training was introduced.

- The 1st of January 1991 a new Act for vocational training of young people came into operation.

  After World War II, Europe experienced a general industrial restructuring, helped by the Marshall-Plan. Denmark took part in this process, and during the late fifties and early sixties, Denmark went through what is popularly called "the second industrial revolution".

  This process included a transition from more traditional manufacturing and handicrafts in small firms to industrial production, and just as important, a massive migration from country to towns, from agriculture to industry.

Like basic training, further training in Denmark is characterized by strong participation of the social partners at both national and local level. The background for this is the very high rate of organisation for both employers and wage-earners and the fact that the trade union movement constitutes a united entity, which entails much greater authority in terms of decision-making as well as professionalism in educational policy.

Another crucial thing is that public authorities have a vested interest in leaving a major part of the responsibility for steering vocational basic and further training to the social partners because they can then save resources, secure greater educational innovation and not least achieve the necessary degree of acceptance of the training in the labour market. It is also characteristic that the parties in the various educational committees hardly ever end up with insoluble conflicts of interest.

A major drawback of the Danish steering structure is, however, that at enterprise level there is no corresponding institutionalisation securing the safeguarding of the interests of the social partners concerning further training.

In most Danish workplaces the regulation of the wage-earners' access to further training and the planning thereof is solely the responsibility of the employer. This is a limiting factor for the wage-earners' real access to participate in further training as part of their working life. It is also clear that especially small enterprises invest insufficient means in the specific planning of training which the local school boards and education committees can use as the basis for their planning. The overall result is that further training in Denmark does not fully match up to the needs of the labour market, and that especially non-skilled groups are disfavoured.

Against this background the Danish trade union movement is working intensively for the right to one or more weeks' further training and the demand for joint planning of training in enterprises. This is slowly being included in collective agreements, but there is a need to speed up the process.

The Danish trade union movement is therefore very positive vis-a-vis the adoption of binding legal instruments at EC level in order to secure legislation and rules in all Member States securing a minimum right to further training for all European wage-earners as part of their working life. This will contribute in a very positive manner to strengthening the competitiveness of the countries. It is clear, however, that the European employers (UNICE) are more sceptical towards such a Directive.

Conclusions (provisional)

It follows from the above, that future institutionalization and formalization of the social partners' cooperation in vocational training should be in accordance with the following principles:

a) Any EEC initiative in the field of vocational training should respect the agreements already reached by the social partners and solely establish minimum standards and support programs.

b) The commission can assist the social partners in Member States in establishing the mechanisms of steering, control, and development of the vocational training system on various levels in their own country.

c) CEDEFOP and other organs are welcomed as forums of discussion and cooperation. However, it is important that on a European level the social partners themselves are ready to take initiatives and define areas, in which they themselves can benefit from cooperation. It is for the social partners to set the agenda.

d) Future cooperation in the field of vocational training initiated by the commission or other EEC-Institutions should from the very start involve the social partners in all stages of the process. ▲

Míhály Csákó
Democratic League of Free Trade Unions
Budapest

Problems of vocational training in the period of transition to the market economy: the Hungarian case

Growing need for vocational training

The wide scale political and economic changes we have seen in Central and Eastern Europe have been brought about by several factors and the deepening crisis of the centralized economics was a major one among them. Inevitable restructuring makes many workers' jobs redundant and their qualifications obsolete. Unemployment experienced the first time by the active generation in these countries, hit unskilled workers first, but has soon attained skilled workers, too. Most of them need retraining in order to have hope of finding another job in the future.

Hungary faces the challenge of turning into a market economy in particularly severe demographic conditions. As a heritage of a short-sighted and nationalistic demographical policy, a large boom of teenagers, i.e. 25-30 per cent above the average cohorts, try to find schooling and their first job in the work market. It would be difficult to cope with this problem even in normal times.

A vocational training system lacking flexibility

Large scale need in vocational training has nothing new in industrial countries and is normally matched by the established system. Hungary also has a developed system of training institutions which is, however, unable to answer the challenge.

The main features of the Hungarian vocational system has been as follows:

- vocational training like any kind of education has been entirely state-run;
- divided into initial and adult training;
- the initial vocational training has been integrated into the public education system;
- vocational training had a major role to play in social mobility and tackling demographic problems.

Enterprises have influenced vocational training by financing it partly through the Vocational Training Fund and by taking part in the defining of how many students a school would admit by trade and year. Nevertheless this demand is part of a so-called socialist economy and could not be seen as a real market factor. The training needs of families and young people had even less impact on vocational training under the former regime.

In reality, vocational schools, in the reality, had only little room for manoeuver, they rather followed and still follow their old routins and had developed neither skills nor interest to take any initiative in order to cope with the real needs of the economy.

Newly formed private training bureaus and companies are far more flexible but turn almost exclusively to training managers, i. e. the only demand which pays off.

Political and economic preconditions missing

Building a new vocational training system or simply restructuring the old one needs equally some basic orientation to follow. In reality there are none:

- The government has no clearly set priorities in its economy policy, though 90 per cent of the industry is still state-owned.
- New private entrepreneurs start rather small and medium state businesses having no large scale impact on the vocational training while the first privatized large companies fire rather than hire in this period.
- Training experts are as disappointed as jobless workers and politicians waiting for signs of economic demands.

Vocational training can be renewed on a larger than limited and local scale only by creating the political and economic preconditions it needs.

International aid and perspective

Hungary enjoys taking part in many international aid programmes aimed at helping Central and Eastern European countries' transition to market economy. Several of these programmes concern industrial relations, vocational training included.

However, wasting investment in vocational training is utmost easy in the present situation in Hungary. In order to use it properly and efficiently it is important to avoid both

- further consolidating inflexible aid structures
- and supporting new efforts with no vocational and/or training expertise (without which they would turn un- or counterproductive).

It is clear that we need less centralisation but social actors are not yet ready to take their role. Building up new training skills, educating the educators' eyes and shaping their perspectives should be a high priority in this period. Social partners should take their full responsibility in solving the problems of transition to the market economy. Setting up a National Vocational Training Council in January 1991 by the tripartite interest Conciliation Council can become a step in this direction. ▲

Saul Meghnagi
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The potential for institutionalising and formalising cooperation between the social partners on vocational training, and the limitations. The situation in Italy.

The paper discusses the practical implications of possible cooperation between the social partners in Italy on vocational training issues. It reviews the problems and conflicts, both conceptual and in the making of decisions and choices, that need to be tackled in order to move forward. The many problems that exist in Italy reflect the historical nature and context of the educational system, and they must be taken into account in considering developments in the relationship between the social partners. Among the many factors to be borne in mind are the following.

Educational inequalities

This first factor - a problem that exists in Italy, where the general educational level of the population is extremely low - is the focus of attention, now as in the past, of employers and unions. On various occasions they have put forward suggestions as to joint initiatives to improve the national education and training system and raise the educational standard of the population in general.

The aims should not be confined to vocational training

What the social partners are thinking and writing seems as things stand to be sharp contrast with what they are doing. On the one hand, the documents they produce and publish evidence a growing concern for the global educational values of training but, on the other, negotiations in the narrow sense are confined to vocational training.

Interaction between education and vocational training

The assumption that general educational skills are closely interlinked with job-related skills implies, if the thinking is followed to its logical conclusion, that we should be seeking institutional arrangements offering people who have left school too early new forms of access to schooling, not just educational opportunities within the vocational training infrastructure.
It is, then, one of the basic aims in the debate between the social partners on the subject of training that adults should have access to the educational system.

Methods of certifying the acquisition of educational and vocational skills

One of the subjects coming to the fore in the debate between employers and unions is how to certify the acquisition of knowledge in a form that will also validate the kind of knowledge that can be acquired outside the ordinary educational and training system, in a variety of places, in particular through work or in the workplace. This is a growing challenge to officials in the national Administration.

The development of specific alternance training arrangements

With the need to define possible ways of "going back to school" and with the special relationship between State schooling and the regional system of vocational training, there should be growing cooperation not just between the two sides of industry; it should necessarily become a tripartite matter. Government and Parliament should have the vital role of acting as institutional guarantors for any new practical arrangements along these lines.

Is the right to training being upheld?

There appears to be broad acceptance of the right to training, but upholding that right by law - a guarantee on which the future of negotiations and concertation depend - is closely dependent on the European context. As far as Italy is concerned, the links are far closer with Europe as regards this aspect than as regards the more widely debated issue of vocational qualifications.

The relationship between the right to training and the exercise of that right

It is vital to the credibility of any educational plan that people be encouraged to take up training opportunities. Training acquires dignity only if it is seen as an instrument for the furtherance of equal opportunities - an ineluctable approach if training is to be a resource for overcoming inequalities. For this reason, ways and means of administering the right to training - an issue barely touched on at the present time - is one possible subject of consultation.

Using the results of negotiation

There is a debate in Italy today on employer/union companies that might jointly administer training. An agreement has recently been reached on the subject between unions and the employers' federation, Confindustria. An experiment has been launched in the form of the "Chirone 2000" company, set up by trade union federations CGIL, CISL, UIL and Intersind to provide vocational guidance and training. It is in this field that significant developments could be achieved by negotiation between the two sides of industry.

The targeted use of in-company and union training

In-company and union training may or may not be regarded as instruments for the support of a strategy and at the same time as ways of comparing, examining and assessing *inter alia* the technical feasibility of joint action to be taken by the social partners.

This, as far as Italy is concerned, is another crucial point on which attention and future thinking should be focused. ▲

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Continuing Education and Training and Society - the role of the social partners.

Increased cooperation between Eastern and Western Europe is being sought in the context of European integration. This may imply a consensus of all the participating parties, just as agreement on the role of continuing training as a necessary back-up measure for a forward-looking job market and employment policy.

Eastern European countries, in particular governmental representatives - understandably - are calling for the training of managers in fields such as company management, new technologies, etc.

In our opinion, in the elaboration of proposals for cooperation in the field of continuing training, it is nevertheless equally necessary to take on board from the very outset the needs and interests of the workers most severely threatened by unemployment, redundancy measures and social marginality. This, however, means that the developed proposals for cooperation must relate to specific target groups. From the point of view of the workers, continuing training agreements, resources and proposals must be structured in a compensatory way, i. e. on the basis of an equilibrium and the reduction of imbalances between groups of persons, as well as the reduction of imbalances within and between regions and states. Experience in the Federal Republic of Germany has shown that in-company continuing training practice tends to privilege those groups of workers with the best educational/training backgrounds in the first place, or those positioned on a relatively high rung of the company ladder of hierarchy (managers, skilled workers). This gap, already existent in the national context, must not be further widened between nations. The precondition for a compensatory form of continuing training policy at all levels is recognition of continuing training, on the one hand, as a public task and, on the other, as a task which is the responsibility of employers, workers and the state.

The degree of institutionalization of continuing vocational training in the countries of Western Europe is extremely varied as far as rights of access, organization and implementation, participation and, above all, funding mechanisms are concerned. These differences are magnified among and between the countries of Eastern and Western Europe.

Precisely with cooperation between Eastern and Western Europe in the field of continuing education and training in mind, it is above all necessary to apply the positive results achieved in the context of the social dialogue of the Member States of the Community in the field of continuing education and training on a binding footing. However, a secure financial framework, within which concrete continuing training projects, measures and objectives can be agreed upon and implemented on the basis of jointly elaborated criteria, is indispensable to this end.

We therefore advocate the establishment of a continuing education and training fund at European level. The financial resources of this fund should stem from a levy on the national companies of Western Europe in a position to make such a contribution. The funds could be supplemented and combined with public funding from the individual states and the European Community, e. g. the European Social Fund. Such a fund would provide the context for the determination of the modalities and criteria for the allocation of funds to continuing training programmes and projects in Western European countries and the criteria for the allocation of funds to promote the continuing education and training of workers in Eastern Europe. The objectives and declarations of intent on the promotion of continuing education and training have already been laid down within the framework of the social dialogue. Monitoring of the allocation of funds from the European continuing education and training fund could be implemented by parity-based bodies to be set up at regional, national and at Community level.

Priority aims:

- compensatory continuing training measures in the context of regional structural and economic promotion measures at the level of the various states;
- training of the unemployed;
- training of multipliers of training and continuing training personnel;

- promotion of exchange projects/work experience;
- promotion of women's projects in the field of continuing training;
- development of "training versus redundancy" approaches;
- combination of job creation schemes and continuing education and training programmes.

Although the idea of the European continuing education training fund may seem utopian to many at the moment, it nevertheless suggests itself as a means of creating an instrument for the further development of the social dialogue in the framework of practical solidarity between East and West. ▲

Continuing education and training for managers The Central and Eastern European countries are trying, almost with brute force, to change from a centrally-planned economic system to the principles of a market economy. However much he would like to go to bed one evening and wake up the next morning in a market economy, said the Soviet Minister, Mr. Smirnov, in a Congress press conference, this was nothing but a dream. A market economy cannot simply be decreed or acquired immediately. The problems of conversion to a market-oriented management are too complex to be solved more or less overnight by the industrial companies. What is involved is not only a lack of understanding of simple technical terms and concepts (accounting, fiscal law, foreign trade, financing, etc.), but also the lack of knowledge of market processes and of the importance of own initiative and how it should be handled. An improvement of the management situation under these conditions requires, even more than in Western Europe, a high level of motivation in the managers of Eastern Europe. Very often, this does not correspond to a willingness to learn because many managers are not aware of gaps in their knowledge and the nature of these gaps.

There is little point in transplanting management training which has been successful in Western Europe or the USA. The qualification needs of the Eastern European managers are of a different nature. "No development aid", said the experts from Eastern Europe, because this would mean a "descent to the level of developing countries". They were looking for partners with whose assistance they could solve their own problems. In this connection it would be very useful to take concrete cases from the management of Eastern European companies for use in management training. The use of exemplary "joint venture cases" as examples of continuing management training would be of great value.

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Continuing Education and Training of Management Staff

There is no doubt about the importance of continuing training for management personnel. On the one hand it ensures that the stated objectives of the company are fulfilled by providing the qualification, on the other, it promotes the integration of staff members in the firm. The companies have become aware of this. Over 90% of large companies, according to their own information, carry out systematic continuing management training.

In the overall European context the continuing education and training of management personnel has gained more relevance through the developments in Central and Eastern Europe. Even in those countries where the most essential pre-conditions for a functionable market economy have been created, there is a shortage of entrepreneurs who can handle market-economy tools efficiently. The East-West management gap is one of the gravest problems for economic renewal. As long as it continues to exist, a closer economic linkage between the two halves of Europe is not possible.

What solutions are available? Neither the Soviet Union nor the other Eastern European states are in a position to train, through their own efforts, the new type of entrepreneur required in large numbers in the shortest possible time.

Decisive aid can only come from other countries. Many Western countries are trying, through official or private channels, to give quick financial and technical aid for the continuing training of Eastern European management personnel. Against this background and in view of the experience gained in the East-West context, the following questions and theses will be discussed in Workshop II:

1) Most of the continuing training provision is geared too closely to the needs of Western industrialized countries and can thus only be applied with difficulty, if at all, under different conditions. To what extent are models of continuing management training transferable between different national economies?

2) The internationalization of companies is steadily advancing. How should continuing management training respond to this challenge?

3) What success factors proved to be fruitful in continuing management training and how were they put into practice in the individual case (key factors of continuing training, recruitment of participants, transfer guarantees).

A few specific comments on East-West cooperation in continuing management training:

4) General seminars on the transition from a centrally-planned economy to a market economy will certainly continue to be important but mainly in the field of political education. Instead, preference in continuing management training should be given to sector-specific seminars which - if they are oriented towards partnership - will not only be of direct intellectual benefit to both sides, but will also mean tangible profit in the long term.

5) Management personnel in Eastern European countries today lack not only the indispensable theoretical foundation for a market-economy outlook, but also practical experience. Short-term programmes offer interesting demonstration and instruction but they cannot replace long-term systematic dissemination of knowledge and practical experience which can only be gained by on-the-spot activity.

6) The problems of survival faced by companies in the new Federal German states which have been privatized or are to be privatized, have a greater affinity to the daily life of Eastern European firms than the traditional companies in the old Federal States. What experience was gained here in continuing management training and how can it be put to good use? ▲

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Continuing Education and Training for Managers in Europe (Euromanagers)

The presentation is structured as follows:

Part I consists of a few general comments on initial training in economic science, drawing comparisons between the two former Germanys and between Germany and Eastern European countries with specific reference to international curricula.

Part II goes on to take stock of current training deficits, from which current training requirements in terms of continuing education and training elements and corresponding forms of continuing education and training can be deduced.
Part III discusses qualification profiles for the manager of the future in the Single European Market (Euromanager) and the manager of the year 2000.

In the following, continuing education and training are understood as the continuation or resumption of organized learning following the completion of an initial educational or training phase of variable duration. Continuing education and training therefore presuppose initial vocational training. The objective of continuing education and training has two dimensions:

a) further and updating training and
b) upgrading and reorientation training.

In accordance with institutional management terminology, the term manager refers to someone belonging to top, middle or lower management. Our assumption is that the attempts to reform the tertiary education/training sector in the field of economic science in the Federal Republic of Germany have reached a stage at the content and structural level at which developments in Eastern Europe cannot be anticipated, or at least only to an insufficient degree. The value of initial training offered in East European states (including the former GDR) on the labour market of Western Europe is no more than rudimentary. Comparative studies show that at most a handful of subjects with no specific relevance to the system in the economic science curriculum of the West are comparable when western higher education organizations are taken as reference systems for the formulation of qualitative and quantitative reforms in Eastern Europe. On the other hand, initial training in the Federal Republic of Germany does not take account of or give due consideration to economic structures and processes in Eastern Europe. Our assumption nevertheless is that the restructuring of Eastern European economies towards a western economic order can only succeed if economists with the corresponding qualifications are involved in this transformation process.

At the level of higher education, as Eastern European universities closely cooperate with their West German counterparts, adopting their characteristic structural features, to what extent shall these attempts to reform the higher education sector in Eastern Europe in the field of economic science - basically an instrument to provide their economic system with graduates versed in the market economy - have a spill-over effect on higher education in the field of economic science in the Federal Republic of Germany? Since a convergence of East and West European national higher education systems is to be expected, to what extent shall this necessarily find its expression in the economic science curricula of the universities? A positive side-effect might also be the mutual recognition of higher education diplomas.

In this context, managers with the corresponding training can be found, whereby with reference to the European dimension, a deficit can be observed for managers from both East and West. However, it is an undisputed fact that the knowledge of East European managers with respect to functional company divisions is inadequate. Not only are the terms used loaded differently, there is also a large deficit of knowledge on how to approach western market economies. This incidentally also applies to higher education teaching staff who show a corresponding demand for continuing training in the teaching contents of the West. At management level, apart from the creation of a common language, it is also necessary for people to consciously confront management questions or, in general, the so-called extra-disciplinary or key skills, lacking even among those with a Western socialization.

In the context of these considerations, the European dimension has first and foremost a role to play at the level of a common European higher education system. The harmonization process does not halt at the borders of the present Twelve, but also extends into the territory of the CMAE states. Anyone who has followed the discussion on the mutual recognition of national higher education diplomas among Western states will have an idea of the enormous efforts necessary in this field alone. The employment system will certainly recruit its staff from familiar higher education levels. The dynamics of the debate on the Single European Market is currently overshadowed (or dominated) by the opening up of economic relations towards Eastern Europe. The creation of the internal market will certainly demand an ongoing and conscious continuing training and education (learning) process in the individual companies. The specific management skills of the much alluded to "Euromanager", who is expected in particular to adopt a global attitude, to have knowledge of transnational competition, to adopt a visionary style of management, to be mobile and to possess a sense of cultural intuition - are linked to this process. Not to mention corresponding polyglot skills, which are taken for granted.

How, however, does the situation stand in reality? Apart from a number of specialized institutes of higher education (Fachhochschulen) which as smaller organizational units evidently offer a higher degree of flexibility, international cooperation tends to be a drop in the training ocean - and where such relations exist they are between western higher education systems. At postgraduate level, broadly-based forms of institutionalized continuing education and training programmes are currently being offered for executives and managers from Central and Eastern Europe under the aegis of the German Foreign Ministry and the German umbrella organization of chambers of industry and commerce. Apart from this broadly-based training campaign, particularly targeted towards the situation in the Soviet Union, there are also a series of "niche suppliers" whose efforts will not however, necessarily be useful without the above-mentioned European curriculum. ▲

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Perspectives and forms of effective continuing education and training of Polish management staff

Continuing education and training of management staff in Poland - change and upheaval

The political and economic changes in Poland have placed new demands on the preparation and continuing training management staff. The first task is to adapt initial continuing training to the basic principles and mechanisms of a social market economy and technological change, in order to make the economy competitive as quickly and as efficiently as possible. Management staff play a predominant role in these processes. They can promote and secure the ongoing change and stabilization processes or impede them.

For the last two years a lively exchange of management staff in different types of organizations and companies has emerged in Poland. This particularly applies to the top management level in public corporations and cooperative societies of different sizes. Parallel to this, a new group of managers is emerging through the establishment of new enterprises. The patterns of steadily increasing vocational qualifications in the field of management must correspond to their powerful urge for achievement.

Without an investment in this management potential, in its qualification, adaptability and entrepreneurial spirit, Poland's ability to set up a market economy and to become competitive and innovative will be weakened or made completely impossible.

A new philosophy required for the continuing education and training of management staff

The events in Poland in the late 1980s not only implied a collapse of the traditional economic system but also an accelerated abandonment of the state system for the initial and continuing education and training of management staff. The domestic policy issue No. 1 in continuing education was the dramatically increasing lack of comprehensive integrated concepts, promotion programmes, infrastructure and teaching material. The universities and colleges are facing many difficulties. They are often poorly equipped for adaptation to change. New programmes are rapidly being produced for the economic sciences and business administration, new structures are being set up, but there is still no efficient and stable system to prepare future management staff. Everyone knows that **knowledge of the market** is essential, but this is an orientation to be followed rather than a complete programme or system. So it is no wonder that there is a predominance of short-term, fragmentary and superficial measures and schemes at different levels in the initial and continuing training of potential management staff.

The fear that too much state intervention will endanger the introduction of the market economy does not necessarily mean that the state withdraws from all initial and continuing training activities for management staff. There is still a lack of a mature policy and state responsibility for the vocational preparation of management staff. The frame conditions for an effective initial and continuing education and training are also not particularly good.

In Poland steadily declining resources for continuing education together with a growing need for more qualification, calls for close cooperation between the providers of training, better coordination of foreign assistance, and a stronger orientation in practice to the problems of the small and medium enterprises. Here, the important factor is an improvement of information transfer. The use of databases plays a central role. It is necessary to develop a nation-wide continuing education information system.

The influence of the value systems of potential management staff on the initial and continuing training process

It has been found that certain value systems, and resultant patterns of behaviour, are more suited than other means to acquire new ways of thinking and knowledge of market-economy mechanisms in order to reach the targeted goals successfully.

These patterns of behaviour should be taken as a basis for programmes and concrete schemes. An empirical survey carried out in medium-sized enterprises showed what values or factors management staff consider to be particularly significant to become or remain competitive. These factors also correspond to the proposed fields of initial and continuing training - the fields most often mentioned are product quality, high-output programmes, marketing strategies, logistics, cost calculation and financial strength, and export promotion.

Forms of continuing education and training - expectations and reality

Pluralistic-structured continuing education and training corresponds to the pre-conditions for an efficient economic system. In the last two years alone more than 300 firms, "schools" and "centres" dealing with the continuing education of management staff were set up. Most of them are economically and professionally weak and only try with different methods to get their hands on government or foreign funds. This tendency to "seize opportunity" is also evident in foreign assistance, a can be seen from empirical surveys in Poland.

New forms of continuing education and training have to be developed. They should be more oriented to practice, more open to the outside world, and conceived on a dualistic basis. A high standard of continuing education is only possible if the principles of self-responsibility of the economy for the development of management staff are maintained. Furthermore, more competition at university level is indispensable.

Better utilization of foreign assistance for the initial and continuing education and training of management staff

Since 1989 many countries have drawn up a number of programmes for the initial and continuing education and training of technical and management staff. A part of these programmes are carried out in Poland, another part of consisting of exchange of experience, seminars, practical training courses and foreign language instruction, is conducted in other countries.

Over 1000 training institutions have proclaimed their interest since the first qualification programme was initiated, more than 500 are active in this field. The growing number of training institutions offering short-term, sometimes superficial management training seminars without proper knowledge of the continuing training and the economic situation in Poland, has given rise to some criticism.

It has become clear that the isolated measures carried out in the last 3 years will have to be combined in future in order to achieve a "synergetic effect". The programmes, events, lecturers and documents will have be better adapted to the existing situation and will to be more long-term in nature.

It has been proved that existing contacts between Polish and foreign partners can be intensified. In order to a more systematic and efficient structure of contacts in the field of continuing education and training, specialized technical groups were set up within the context of existing intergovernmental agreements. Their objectives are to promote exchange of experience, examine ideas for projects, fix priorities and focal points of action, and draw up concepts for cooperation. The main task of this body is to deal with strategy and promote direct contacts.

In order to raise the efficiency of foreign assistance for the continuing education and training of management staff, emphasis should be placed on the following principles:

- continuing training to be based on the modular concept
- stronger orientation to practice and more use of "learning-by-doing" measures;
- close cooperation between Polish and foreign partners in the preparation and implementation of programmes;
- special training programmes for management staff from SMEs;
- programmes for the re-structuring of public and cooperative enterprises;
- preparation of teaching staff for these programmes;
- support for the effective setting up of continuing training infrastructure (e. g. preparation of textbooks, teaching material, case studies, computer programmes and other modern information technologies in the field of management sciences, provision of equipment and materials);
- eventually, establishment of training institutions.

An extremely important factor for the greater efficiency of continuing training measures is the extent to which management staff master foreign languages. At present the level is very low and should be improved rapidly. With regard to Germany, the main need here is for technical (economic) German. This is the direction in which continuing training in languages should be developed

The motivation to acquire new skills and know-how should be stimulated by giving management staff the possibility of attending practical courses in other countries after completing their continuing training in Poland, especially in the country whose language they have learned. Efficient guidance and preparation of the practical courses will certainly make continuing training more effective. Other programmes set up after completion of continuing training can promote a system of permanent contacts between the trainees and lead to a "synergetic effect" and to a deepening of economic and human relations. ▲

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Establishment of the Timisoara Institute of Management (Romania)

In the wake of the Municipality of Mulhouse's humanitarian mission of December 1989, the Mulhouse Chamber of Commerce and GIFOP have paved the way for economic and industrial cooperation between enterprise in the Timisoara region and enterprise in Alsace.

The plans to set up an Institute of Management for directors and managers in enterprise came about because both parties felt that the ability of directors and managers of Romanian firms to operate in the context of a market economy was fundamental to this cooperation.

During the first half of 1991, 300 directors and managers, employed throughout industry in Timisoara, will take part in seminars at the Institute which has been in operation since 1 January 1991.

109 of them have already received four weeks of theoretical and practical training from three GIFOP consultants in the areas of economics, financial management, marketing and industrial administration.

In parallel with this training, GIFOP has selected and trained some ten or so Romanian managers who will gradually take over from the French consultants and ensure the continued operation of the Institute.

A microcomputer laboratory equipped with educational software and seminar supports has been set up as part of this scheme and jointly funded by the Joint Ministerial Mission for Central and Eastern European Countries and the Mulhouse Chamber of Commerce and Industry. Timisoara Prefecture has in its turn been responsible for the logistics of the operation and consultant accommodation. ▲

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Improved qualification of managerial staff in Bulgaria - conditions and perspectives

Bulgaria is undergoing a transition from a centralized, totalitarian-administered system of management which had provoked a profound crisis in the economy and society as a whole, to a decentralized, democratic system of management in which a predominant position will be given to a market economy where all types of property - private, cooperative, mixed and state-owned - will have equal chances of development.

Already more than 10,000 private firms owned by individuals and more than 200 share-holding companies, of these 60 with foreign participation, have been set up. Under these conditions there is an obvious and urgent need for managerial staff who are able to handle this transition and to guide the economy into the new situation.

Post-graduate training has existed in Bulgaria for more than 20 years, but during this whole period the training and the improvement of qualifications of managerial staff bore the imprint of the prevailing economic system.

In view of the necessity to improve the qualifications of executive personnel, new demands have arisen, namely,

- the need to create a uniform system of education (institutes, schools) which can accept and train the large number of executives required;
- teacher training for the trainers of the managerial staff so that they can transmit new knowledge;
- re-organization of the existing vocational training system and adaptation of the present managerial staff so that they can approach European and world standards and requirements;

- consolidation of the educational process - in terms of method and material - in order to create the technical prerequisites it needs to master the new knowledge of the future;

- intensive use of foreign assistance and cooperation between our universities and foreign universities and business schools in order to improve the qualifications of our managerial staff.

If these goals are to be achieved, many different activities on the part of the State and the individual training institutions will be required. We will need new teaching standards, new educational plans and programmes, new teaching methods and technical equipment. In this context, foreign assistance, including the contribution made by the experts attending the Third European Congress, will be a decisive factor in our attempts to improve the qualifications of our managerial staff. ▲

New objectives and tasks for trainers

Vocational training of a high standard requires qualified trainers and continuing education trainers. They play an especially important role in the establishment and expansion of educational systems. They are the pioneers and multipliers whose work will have a decisive effect on the future of educational systems in East and West. Now that training and continuing training can no longer be confined to the teaching of technical expertise and technical skills, the roles of the trainer and the continuing education trainer also change. They can no longer just demonstrate the actions which the trainee has to learn, they must be a credible example themselves in the training process of the patterns of behaviour and skills they are trying to teach the trainees. Training for occupations in a society oriented to the principles of market economy can only be given by persons who have been trained for and have personal experience of this economy. Therefore, the main requirement at present is to qualify training and continuing training staff for this change in Europe.

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The initial and continuing training of trainers. New objectives and tasks

Training for working and non-working periods

There is a steady increase in the demand for training to train larger and larger groups of the population for productive work and for periods - volontarily chosen or imposed - of non-activity.

The diversity of this demand is the reason for the multiplication of proposals on space and time for this training. What training (initial or continuing) is planned for trainers so that they con be integrated in new places at a pace not known before? Would the anchoring of trainer training in social, cultural, economic and political realities not be one of the responses which would enable trainers to master - in cultural terms - the growth of training in these different directions?

Was the relationship between the initial training and continuing training of trainers a positive dialectic one, enriching continuing training at the cultural level, or did it precociously reduce the cultural content of the initial training of trainers?

Did the importance of training and trainer training permit the development of persons responsible for training policy and not only specialists in the management and distribution of knowledge?

Comparative education and the training of trainers

The key factors in the comparison of training systems and trainer training systems are a result of the changes in the productive systems (technological, scientific, organizational revolutions, transfer of technology, introduction of new educational technologies).

To what extent do these comparative analyses back training transfer and cooperation in the field of training?

Training requirements and the requirements of the productive system with regard to training

Are training objectives which aim at stimulation of research, development of creativity and the socialization of knowledge, utopian or are they new needs for a part at least of the agents involved in production and the end users of this production?

Contents and methods of trainer training

Do trainers use a variety of approaches and methods in their training (acquisition of knowledge and cultural opening) such as: interdisciplinary, intercultural and intersectoral approaches; distance learning, education through experience, self-training? Do they demand training with strong cultural components or do they reject it?

Division of labour and unity in the world of training

Common objectives or professional identities are not contradictory to differentiation between the different actors in training and trainer training. The importance of training makes it necessary to prepare researchers, organizers and specialists for training activities. Given the overall dynamics of this training, is it possible for this profession as a whole to maintain al cultural role? ▲

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The initial and continuing training of trainers

In the East and the West, a number of situations, characterized by the necessity for change and a will to develop, have generated problems of skill acquisition on a broad scale; their solution calls for training in combination with other approaches. Thus training objectives are defined in connection with projects for enhanced qualifications accompanied by measures for technical, commercial or organizational change, or in some cases, even in anticipation of true cultural change.

In comparision to the traditional subject-oriented approaches, this concept of training as one of the change agents in the service of economic and social development, generates new expectations or even new demands on trainers, at the level of their initial and continuing training. Thus, in France, one can observe methods which appear to be promising for the future and which show that adult training is now conceived in a different way (viewed as part of investment logic), produced in a different way (individualization of training, application of new technologies, work/training schemes) managed in a different way (quality approach, management of training, application of success parameters), distributed through channels and modes which are different to the ones conventionally used, and with a new interrelationship between the poles of production, transmission and utilization of knowledge and know-how.

This will have repercussions on the way in which different training occupations are exercised, not only because of a growing demand for "professionalism" but also because of the emergence of some professionalization indicators: identification of reference knowledge; creation of specialized teaching and certificates; the press and professional organizations; development of a labour market for trainers; new status within the firms and administrations, etc.

These are the reflections on which we wish to open a discussion, to have a better idea of what different participants know and what distinguishes them, and in order to achieve a mutually enriching exchange. ▲

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Learning is more like lighting a torch than filling a barrel

Vocational education for tomorrow

In the 1970s activities and tasks in the firm were still precisely defined and differentiated. Their implementation allowed little room to manoeuvre, demanding - at most - solid, specialized know-how. The need for communication within the organization tended to be the exception. "Once an expert, always an expert" was the rule.

The advance of new technologies is fundamentally changing this situation on a broad front: with his vocational activity in a constant process of change, the individual employee can only draw on what he has already learned and fall back on familiar solution models to a limited extent as he finds himself increasingly confronted with new, unfamiliar tasks for which no solutions are as yet available.

In order to cope with this situation, the trained employee of today and tomorrow must have the ability to structure his tasks and problems himself, ask the right questions, find new solutions, thereby proceeding in the appropriate systematic and methodical way. He has to find the information he needs and select the most suitable aids and tools. Apart from solid know-how, his tasks are increasingly demanding skills in the most varied fields as an additional vocational qualification.

Vocational training must face these challenges. Starting out from its principal task - to train people for work and life, rendering them suitable for contemporary jobs - traditional methods and concepts, largely focused on the mere acquisition of skills, are increasingly being called into question. Vocational training is reacting to the changes in vocational tasks with methods and concepts directed towards the individual as a whole.

Training objectives

If initial vocational training is to continue to prepare young people for qualified vocational acitivity, the changes in skills imply a series of consequences at this level.

For a long time the traditional training objective was to impart skills and know-how related to the respective occupational profile. Trainees were drilled in set working sequences and problem solution models. These were tested in the final examination and the trainee was expected to extrapolate what he had learned to other tasks within the occupational profile in a professional manner. The training objective of the future must, however, guarantee action-oriented skills. Although this objective shall continue to be based on technical competence, it must be supplemented by the acquistion of so-called multidisciplinary skills (key skills), whereby the "qualification" is more than the mere sum of skills and knowledge and includes methodical skills and social skills as a training objective.

Continuing training of trainers at RWE Energie AG

It is above all the trainers who will have to meet the increased demands in the field of initial vocational training. RWE Energie AG implements the following measures to back up the education/training system:

Seminars on training techniques as a basis for all employees active in the training field.

Main fields:

- vocational education methods and didactics;
- media use;
- assessment and assessment interviews;
- key qualifications.

Seminars entitled "Learning can be learned" focused on the following areas:

- absorbing and assimilating information;
- barriers to learning;
- association;
- motivation;
- concentration;
- structuring;
- effective reading;
- forgetting and revision.

A seminar entitled "In-company cooperation" with trainees in the industrial and technical fields.

Main areas:

- cooperation skills;
- communication skills;

- decision-making;
- openness;
- independence and self-activity;
- initiative;
- creativity;
- critical skills.

A workshop for senior training officers focused on:

- key qualifications.

A workshop for heads of training in industrial and technical fields and commercial trainers, focused on the following didactic fields:

- training theory;
- information theory;
- learning target theory;
- curriculum theory.

Training aid clinics for all trainers in the industrial and technical field, focused on the following:

- exchange of experience;
- presentation of project activities;
- training strategies. ▲

Norbert Dróbka
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Continuing teacher training in the era of a reviving democratic society in Poland

Polish society has overthrown the totalitarian system through a peaceful revolution, due mainly to the forces which were active in the "Solidarnosc" movement.

The most important goals proclaimed by the new Government after it assumed power were:

- the establishment of a democratic society, and
- the reconstruction of a successful market economy

The majority of the people accept these goals, but some groups of society are sometimes dissatisfied because the goals are being achieved too slowly. This particularly applies to improvement of the standard of living.

Given this situation, what are the tasks confronting the school system?

The school system wishes to play an active part in the introduction of the above-mentioned and long awaited goals. This is, fundamentally, an important and by no means easy task for the teachers.
Can teachers in Poland contribute to the establishment of a democratic society and are they willing to do this?

My answer would be: yes and no.

Yes - because the teachers, like the majority of the people, did not support the totalitarian system for many years and did very little to educate youth in the Communist spirit.

No - because today's teachers lived and worked in a totalitarian system. This is a problem of mentality. It is difficult to prepare youth to live in a democracy if one has never lived in a democracy oneself.

But we cannot and do not wish to replace the Polish teachers, because most of them work well and, apart from that, we have no reserves.

In this situation further and continuing training of teachers becomes a very important issue in school education.

I will briefly discuss two aspects of this problem:

1) The further training of all teachers.
2) The continuing training of some groups of teachers.

Re 1)
The further training of all teachers mainly concerns education for democracy.

In this area we have acquired some interesting experience which I will briefly present. In Poland there is a distance university for teachers which broadcasts its programmes in public television and radio. The programmes are transmitted systematically. Last year the distance university included the two following subjects in its programme: the demands of society and education for democracy.

These subjects include the following topics:

- school and democracy,
- education for democracy today,
- opposition in Poland in the years 1944-1989,
- human rights,
- some reflections on tolerance,
- ecological problems.

We have not yet evaluated the radio and television broadcasts.

But this is one way of reaching all teachers, and videocassettes with these programmes can be used for internal continuing training in the school.

Another instrument is the monthly journal "Spoleczenstwootwarte" (The open society), which was founded in March 1990 and publishes many articles on this subject. The publication is supported by the Helsinki Committee and the "Foundation for the Promotion of Democracy".

Re 2)
The continuing training of some groups of teachers. I will deal with the following groups:
a) teachers for the political subjects and history,
b) teachers for economic subjects,
c) foreign language teachers,
d) teachers for information technology and computer-assisted instruction.

These groups of teachers must especially be supported by the institutions for continuing teacher training.

a) In the political subjects the teaching contents have changed radically, and they often contain topics which the teacher has never learnt or which were taught from a completely different point of view earlier. This is why I use the term "continuing training" and not "further training". What has been done to date in this field?

- The curricula for the subject "history" were completed to fill in the so-called "blank areas". As a result of the changes in the curricula, a part of the teachers gave up their work; these were the ones who had lost their credibility. Unfortunately, up to now we have no new textbooks for political and social subjects.
- Secondly, courses, seminars and workshops were organized for the teachers.

b) Apart from the teachers of political subjects, we consider the teachers of economic subjects in the commercial schools to be a particularly important group. These schools are the ones which will train the persons working in future in the emerging market economy. Here, we particularly welcome the initiative taken by CEDEFOP (European Centre for the Development of Vocational Training) and the BIBB (Bundesinstitut für Berufsbildung - Federal Institute for Vocational Training). This initiative deals with aid for the revision of curricula in the commercial schools and support for the continuing training of teachers in the schools.

c) Foreign language instruction has been recognized as a priority goal in Poland. This particularly applies to Western languages. Last year we received much aid from several Western countries and institutions. Almost 80 colleges for foreign language instruction were set up where many colleagues from other countries teach. The number of scholarships in Germany, France and the UK for teachers has also risen. But foreign language instruction is very important for the future and this means the number of scholarships for teachers and teacher trainers will have to increase even more. This is a matter of fundamental importance for cooperation between West and East.

d) The last important problem I wish to discuss is information technology and computer-assisted instruction. In many schools in Poland information technology and computer-assisted instruction have already been introduced and the main obstacle facing the further spread of this instruction is the lack of specialists in this field. Here it would be desirable to have many well-equipped continuing training centres for teachers. The trainers in these centres must have the opportunity of acquiring experience from other countries. In Poland we have some good specialists who have achieved much success in this field.

In the present situation continuing-education trainers for teachers play a very important role. This applies to continuing-education trainers for all subjects, not only the ones mentioned above. The situation is difficult because a number of trainers were dismissed in the last few years. The new trainers have good intentions but too little experience in this specialized field. If they are to do their job efficiently, they will need assistance. I would therefore like to make the following proposal. A study course consisting of two parts could be established for continuing-education trainers:

I.

a) A training course for continuing-education trainers in Poland where some colleagues from other countries could also teach.
b) A study trip to different institutes for continuing teacher training in other countries.

This programme could be organized by UNESCO.

In addition to this proposal I have the following suggestions:

II.
A working group could be set up for the preparation of curricula for political subjects. This group could also participate in the continuing training of teachers.

III.
A conference could be organized on the subject of the further training of teachers in television and radio. The aim would be an exchange of experience.

IV. An extremely important aspect is the exchange of experience between continuing-education trainers, particularly an exchange between institutes in the East and the West. This particularly applies to continuing-education trainers in information technology. ▲

Employment and training projects for unskilled and semi-skilled workers

There are some groups of employees who up to now have been neglected by the continuing training systems in the European Community, namely, the unskilled and semiskilled workers. However, a change of consciousness is emerging. Because of the growing demand for skilled workers, the unskilled and semi-skilled workers are also being recognized as a potential source of qualified manpower. Successful continuing training concepts for these groups will have to be based on independent working and learning, participation and autonomy.

The situation in the countries of Central and Eastern Europe is quite different. The difficulties to be overcome are not only those of modernizing the economy, they stem from a radical alteration of the system which each worker is experiencing as a profound economic and psychological crisis. Metaphorically speaking, society will have to be turned upside down to get the people back on their feet. The role of continuing training in this process has still not been clarified. In the Central and Eastern European states an attempt is being made to build up continuing training systems without the existence of a functioning market which can serve to indicate the goals and the tasks of continuing training. Continuing training should show the workers the road to be followed into the future, but it runs the risk of becoming a substitute system for employment. A Congress participant put this very aptly: "Our situation is completely different to yours. We do not even know whether we should train engineers or hairdressers.

Under these circumstances continuing training concepts stressing group learning, in-company training, own initiative and autonomy will, in the eyes of the Central and Eastern Europeans, either appear to be the jaded Utopias of yesteryear or the unreal dreams of the future. Mutual learning and cooperation require a much more detailed knowledge of conditions on the other side.

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Employment and training projects for unskilled and semi-skilled workers

The papers and discussions in this workshop concentrate on **two subjects** which play a central role in the current discussion on the importance of in-company continuing vocational training in Europe:

The concept "Qualification instead of dismissal"

The concept "Work-oriented learning - Learning-oriented work"

Both concepts have one common feature, namely, in-company continuing vocational training with the aim of **preventive qualification of employed workers**, i. e. qualification which will safeguard employment or prevent unemployment.

Another common feature of both concepts is that they view continuing training behaviour against the background of the occupational requirement situation of less-qualified **employed workers**. The point of departure here is the interrelationship between the "lay-out" of requirements at the workplace and the estimated benefit of continuing vocational training: in Germany at least, the percentage of unskilled and semi-skilled workers attending in-company continuing training is far below the average level of all employees as a whole. In the last resort, this also endangers job security.

"Qualification instead of dismissal"; this slogan was coined to designate single-company programmes which were developed since 1985. The aim of the programmes was to qualify employees who had become redundant because the firm was closing down and who could not be employed in some other qualified job. The main groups of employees concerned were unskilled and semi-skilled workers. Instead of paying them the compensation laid down in the social plan and sending them into long-term unemployment, special continuing training schemes were designed for these groups which would prepare them for future qualified employment in sectors less prone to crisis.

In this connection the following questions relating to the projects are of great interest:

- What methodological concepts were developed to encourage the learning motivation and learning ability of the participants?
- How were the new occupations for the participants selected and what qualification level (skilled worker?/ skilled employee?) was envisaged?
- How could the vocational and work experience of the participants be used for qualification?
- Is this qualification model an effective instrument for a socially-compatible shaping of structural change?

The concept of "learning-oriented work - work-oriented learning" places the level of preventive action much further upstream. Instead of a dismantling of product lines due to rigid production capacities, the alternative is work-integrated qualification which goes hand in hand with organizational development in the firm, and builds up qualification potential which is needed for the development of a flexible production structure.

Here too, the continuing training schemes focus on unskilled and semi-skilled workers together with qualified skilled workers. Work-integrated qualification means that the qualifications required to meet the changed occupational requirements are defined through work organization and are transmitted near the workplace and from the exterior. This organizational approach makes it possible to calculate the time factor for continuing training - this is important for small and medium enterprises; at the same time it gears the concept to the action of learning by adults who have no active experience of continuing training and thus have action transfer problems in the case of exclusively in-company continuing training courses.

In this connection the following questions relating to the projects are of great interest:

- What methodological and organizational preliminary inputs are to be provided by the firm in order to gear organizational development and learning-oriented work to one another?

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Introduction
Preventive continuing training for unskilled and semi-skilled workers in Europe

The vocational training of unskilled and semi-skilled workers, the topic of this workshop, is one of the most difficult tasks of vocational qualification in Europe within the context of the subject of this congress. Continuing training for this group of persons plays a negligible role in public consciousness and is also treated marginally in the companies. This is not because the companies feel this is an insignificant matter but because it is so tremendously burdened with problems. Also, it is not a social service offered to the community, but a vocational and economic necessity.

This introduction outlines the background of our reflections which led to the testing of preventive continuing training models and methods for workers threatened with unemployment. Vocational training experts in the neighbouring countries have also produced problem solutions. The exchange of experience in this difficult field will provide substantial assistance to overcome problems arising in the re-structuring of national economies and the improvement of the employment situation.

In the last 10 years which have been characterized by structural change in technological set-up and work organization, and growing unemployment in the Federal Republic of Germany, in-company continuing vocational training has vastly increased in importance; up until the 1970s continuing training was mostly an instrument for promotion and for adapting a small group of workers to economic and technological change. With the advent of the revolutionary changes in work organization brought about by the micro-processor technologies, continuing adaptation training acquired an unprecedented significance for job security and technical progress. Together with the upsurge in the unemployment rate, an attempt was made - with the aid of qualification offensives - to transform continuing training into a successful instrument for the re-integration of unemployed persons into the work process.

- What experience was gained in these projects with regard to worker willingness to participate in continuing training and action transfer?
- What time and content-related requirements have the companies set out for these projects in comparison to the external continuing training of employees? ▲

Given the demographic trends in all industrialized countries which are marked by a strong decline in the younger generations, there is a growing realization that company personnel policy will have to use continuing training as a preventive measure in order to shift unskilled workers from their position on the periphery of the company and integrate them in the central body of staff.

Since the mid-eighties many firms in the Federal Republic of Germany have made diverse attempts - with the support of the employers' associations and the trade unions - to introduce new concepts of continuing training for workers threatened with unemployment so that they are trained for new qualified occupations in their own or in other companies. The motto governing these activities was:

"Qualification instead of dismissal"

The Federal Minister of Education and Science backed these efforts by launching a comprehensive experimental programme for the remedial qualification of persons threatened with dismissal. This experimental programme was implemented by the "Bundesinstitut für Berufsbildung" (Federal Institute for Vocational Training) in a large number of firms and continuing training establishments where different problem categories were tackled. The following questions were mainly addressed in the experimental projects:

- Where should the learning place for this qualification be (workplace, training workshop, continuing training centres outside the company, etc.)?
- What equipment is required?
- Which continuing training methods are best suited for this qualification?
- What subject-oriented and inter-disciplinary learning objectives should be envisaged?
- What qualifications are required by the staff responsible for the implementation of this training?
- Who funds the entire scheme? How can mixed financing consisting of funds from the companies, the labour administrations and the public sector be ensured and organized without too much red tape?

Given the limited time at my disposal I cannot go into the precise details which would be required to give adequate answers to these questions. The details will be given during the workshop.

(1) The workplaces in which non-qualified persons work are, as a rule, not suited to combine learning and working. On the other hand, if the continuing training scheme is to be a success, it is absolutely necessary to draw these workers out of their work situation so that their motivation for continuing training is developed. Thus, on the basis of this experience, an answer to the question of the learning place would be a combination of workplace-related problem descriptions and a continuing training adapted to this in in-company or external continuing training centres.

(2) The training objectives and the subject-oriented and inter-disciplinary content of continuing vocational training and the targeted qualification can be established on the basis of labour market observations through local or regional labour offices in cooperation with the social partners.

(3) With regard to the methods for this type of continuing training, it is evident that the conventional forms of continuing training for habituated trainees such as seminars, courses, etc. will have to be abandoned. They assume an active desire for continuing training and the ability to transform acquired knowledge into competent vocational action. But these are the very patterns of behaviour which the group of trainees in question have to acquire through continuing training. Conventional adult education lacks the appropriate methods for this clientele which is unused to learning but oriented to action. However, in the last few years numerous practitioners in in-company and external continuing education and in vocational training research have - with a considerable investment of financial and human resources - developed and tested new concepts. Their application in the field depends on the availability and utilization of much higher resource allocations for this qualification of unskilled workers than were provided in the past. There is a greater awareness of the economic rationale of this investment in the companies and the public authorities.

(4) The qualification of continuing training staff is closely inter-related with the learning place and methodology issues. A trainer who has experience in the training of youth and is

familiar with modern instruction methods is not necessarily the right person for the skill training of adults. This fact - long known to experts - was the reason for combining occupational, adult-educational and socio-pedagogical skills, in order to have a stronger orientation of the - unused-to-learning - trainee's learning motivation to the individual trainer and a more integrated form of training, which had a considerable impact on the success of training.

Even though the problems outlined above could be partly solved in some places, it should not be forgotten that skill training under the pressure of acutely threatening unemployment can only be one instrument among others to make structural change in the economy through new technology socially acceptable. Not every person who acquires qualifications under these circumstances succeeds in making full use of this opportunity. Above all, not every person who is qualified through this training succeeds in finding an appropriate job. Success was clearly evident in those cases where vocational experience and knowledge could be used as the basis for a vocational certificate or where there was sufficient demand for skilled workers on the regional labour market. The limited regional mobility of persons participating in continuing training did not permit a higher level of integration into new jobs. This experience has recently led to the development of numerous new concepts for in-company continuing vocational training of unskilled and semi-skilled workers which put the accent on a combination of working and learning at workplaces which are not acutely endangered. These approaches have the aim of combining technological innovations and changes in work organization with the development of organization in the company. Working requirements are elaborated from the angle of job expansion and job enrichment. In this connection it is planned to introduce combined labour and continuing training planning which, in pace with job extension, envisages the systematic teaching of know-how and skills.

The concept of learning-oriented work and work-oriented learning is based on the action orientation of the unused-to-learning, working adult who expands his competence for vocational and social action by completing concrete tasks in alternate learning and working phases. It should not be forgotten that the implementation of this concept makes demands on the work organization of the company and the cooperating continuing training institution which every participating body is not always prepared to accept. I will describe these demands in some detail:

1) First of all the company management must realize and accept that non-productive periods will have to be accepted in this organization of work and learning. However, these learning phases during working hours are investments which will produce a return in the medium term in the form of a lower error rate in operation, a smoother uninterrupted output and higher product quality.

2) The analysis of the qualification needs of unskilled and semi-skilled workers and the systematization of learning-by-doing lead to the emergence of problems in companies which have no professional continuing training staff. This means that foremen and "Meister" have to be trained for this; however, this input is worth the effort because the systematic instruction of unskilled workers in broader and more sophisticated tasks reduces the considerable amount of time required to overcome breakdowns and standstill.

3) The organization of learning by doing calls for close cooperation between the persons responsible for materials planning, preparation of work processes, production and personnel management.

4) Through the implementation of this working and learning concept the continuing training system outside the company gets a unique opportunity of becoming an indispensable partner for the companies. The external or inter-company provider of training can already participate as an advisor in the development of in-company continuing training and qualification strategies and can use this as a basis to develop and offer continuing training concepts which are adapted to the actual situations in the firms. This service which consists of counselling and training provision supports and intensifies in-company qualification measures. This cooperative organizational model combines the advantages of action-oriented learning on the job with course-oriented learning outside the company, and is especially useful for small and medium enterprises which thus do not have to build up their own continuing education management structures.

The problems and solution approaches described here are not specifically German. They are characteristic of all economies which have to deal with the later qualification of working adults irrespective of the social and economic system. All experts agree that the answers to the tremendous problems of qualification arising here cannot be provided by the social security and educational systems of the individual states alone. The administrations and the companies will also have to make a considerable, probably the largest, contribution to the solution of the constantly growing task of further qualification, if a successful adaptation to social, economic and technical change and a normalization of the employment situation are to be achieved. The joint efforts of employers, trade unions, public and private educational institutions can be increased considerably if international cooperation is improved through exchange of experience and common activities.

The workshop organized by the "Bundesinstitut für Berufsbildung" in the 3rd European Congress on Continuing Education and Training 1991 will make a contribution in this field. Experts from Eastern, Central and Western Europe will take the floor here to present their national expertise and inform us of the perspectives and concepts of the continuing education and training of unskilled and semi-skilled workers which can promote the further development of the economy and society.

I am glad that we could achieve our projected plan and I would like to call for your attention for our colleagues from the Soviet Union, Bulgaria, Hungary, Poland, France, Ireland and Germany who will inform us of their experience. ▲

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Training instead of dismissal

The paper considers various views and solutions specific to Bulgaria under the new socio-economic conditions (the transition from the full employment of the labour force to the rapid growth in unemployment), and addresses the following problems:

1. How should one react to the changes taking place in society? Who is organizing the continuing training and retraining of personnel? Is it necessary to create a new system, or is it possible to adapt the existing training and retraining system by bringing all its features into line with the new conditions?

A large measure of ignorance concerning the numbers of persons needing to undertake a training course at any given moment and the country's limited possibilities for allocating resources to the creation of a new system have decided in favour of the approach in which all the features of the existing system are attuned to the new conditions and existing staff and materials are used to the full. Changes are aimed at: 1) restructuring the organs and forms of training, with a reallocation of functions between them, and the establishment of new organs and forms of training; and 2) creating and reinforcing the various links between educational organs and institutions not integrated into this system (mainly scientific bodies), so as to help make their operation more effective. The object of this is to step up the flexibility and mobility of the system for the training and retraining of the labour force, and to endow the system with the ability to regulate itself in response to the demands of the labour market. The organization of training in the context of the multi-faceted interrelationships between the various institutions demands managers who are able to react quickly to the needs of the market. In Bulgaria, specialists of this kind do not exist. For us, the experience of other countries in this area is particularly interesting.

2. How is the formulation of the new content of teaching and of educational documentation, materials and literature to be organized? The monopoly governing the preparation of educational plans, programmes and teaching materials is

gradually coming to an end. In a competitive environment, there is a wide area for the operation of different institutions, of different types of agencies and enterprises, which offer their services in the preparation of educational documentation and materials - varying in both quality and price. Competition has led to a deeper study of the ways in which occupations are tending to develop and of the demands on education, and to an enhanced quality of teaching. The sole issues which are centrally determined are the standards governing educational content and the supervision of quality. The paper presents some of the results of the experimental work carried out by the Institute of Education in Sofia on the use of the modular-unit approach to structuring the educational content of retraining courses for workers. This approach allows a quick response to changed training requirements for new occupations.

3. What are the chances of securing work based on the continuing training of workers with varying initial training? An important requirement here is that reskilling should not be more protracted than the initial training.

Depending on their initial training, the workers who are liable to find themselves unemployed fall into two groups:

- Workers who have completed their secondary education and who possess a broad vocational profile. Thanks to their high general educational level and general technical training, continuing training and reskilling is rapid and effective.

- Workers who have not completed their secondary education and who possess a narrow vocational profile. This category of workers is uncompetitive, and they are exposed to a greater risk of losing their jobs. The only way of increasing their chances of remaining in employment is simultaneously to raise their general level of education and widen their vocational training in secondary technical schools, or by evening or correspondence courses.

It would be useful if the Congress were to discuss the problem of European standard vocational profiles and the relevant occupational nomenclature, so that, in a few years' time, it might be possible to talk about the free movement of labour and a European employment exchange.

4. Then there is the question of teacher training for the instructors of adult trainees. In Bulgaria, this issue has been unsuccessfully resolved, as far as the specialists provisionally engaged in training activities are concerned. These specialists are the agents of innovation in the occupations of the trainee workers. Teacher training facilities are available to the instructors to assist them in their educational role, but they do not always avail themselves of these facilities. Research is needed on the teacher training requirements of this batch of instructors, so as to establish a basis for devising a new concept of the form and content of their pedagogic training. ▲

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Training instead of dismissal

The background

Economic problems resulting from the repercussions of structural change on the labour market:

- rising unemployment
- increasing demand for continuing training and retraining in the companies and on the labour market.

Re-training requirements and shortcomings within and outside the enterprises in Hungary:

- an industrial vocational training system mainly in large companies, built up at the time of full employment,
- decreasing training capacity in the firms due to economic problems,
- outdated material and technical re-training conditions,
- old-fashioned teaching material fluctuating in quality,
- an adult education system which is burdened with too many legal regulations and unjustified state monopolies.

Measures for improvement

- New legislative and financing regulations to improve conditions for re-training and to motivate participation in re-training within and outside the enterprises; various measures to encourage enterprises to participate in vocational training.
- New teaching material and a new examination system.
- Institution-building programmes.

A new institutional training scheme in a region most threatened by unemployment in North Hungary which is a model for the development of adult education in Hungary.

The characteristic features of the educational institution under development:

- selection will be based on applications from technical schools for skilled workers or other training establishments;
- training courses during the day, the evening, the weekend; continuous operation;
- flexible modular curricula;
- teaching content and duration are adapted to the different requirements of the occupations and in-company training (2-24 months, average 6 months);
- possibility of access at several times in the year;
- possibility of individual progress in training (the modular content of the teaching material and the organization of training ensure this);

- opportunities for training, re-training, continuing training;
- broad occupational profiles adapted to the requirements of the regional labour market; easy course change if necessary;
- training and counselling of small and medium enterprises;
- educational services to support recruitment;
- remedial courses;
- courses requested by companies;
- active cooperation with all organizations providing vocational training in the region, also with labour offices and workers;
- occupational aptitude test before training;
- guarantee the training of unemployed persons eligible for re-training, organize the training, if necessary with the cooperation of external training institutions, ensure the support of unemployed persons during training;
- it has the necessary theoretical and practical background, or, through its active cooperation with the training organizations in the region, it ensures this background;
- it helps course participants to find jobs;
- independent curriculum development based on European standards;
- collect and process educational data, give information;
- a new democratic orientation based on cooperation between the worker, the employer, the local community and the founder;
- non-profit-making.

Continuation of the programme:

Talks with the World Bank are being prepared on the development of a nation-wide network of such institutions. Hungary would like to use the resources from the PHARE programme for this purpose too. ▲

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Problems of continuing training in the activity of the employment service

Present Soviet experience provides clear confirmation that a quite complex interrelationship exists between radical economic transformations and corresponding changes in employment policy.

The system for the redeployment of workers, formulated in the 1930s to 1950s and aimed at supplying newly created plants with (mostly low- and semi-skilled) workers on a large scale has run out of steam, and now conflicts with the tasks of effecting the transition to market conditions.

The contours of the new model are broadly determined by the principles of the legislation of the USSR and the Republics, passed in January 1991, on the employment of the population. However, its implementation is fraught with many difficulties and demands a measure of flexibility inasmuch as the tough alternative is liable to lead to mass unemployment and additional social tensions, while at the same time half-measures and evasions, undertaken with the aim of preserving a state of stability within the country, will produce serious economic consequences and a deepening of the crisis.

The reorganization of the public sector of the economy and of cumbersome administrative structures, the advent of new economic arrangements, the closure and remoulding of loss-making and environmentally harmful enterprises, and migration and conversion processes all lead to a significant release of labour. In this connection, systematic retraining and upgrading the skills of both those engaged in the productive system, and those made redundant, are the most important of a range of preventive measures aimed at stepping up the vocational mobility of workers, and forestalling the intensification of disparities on a socially dangerous scale.

According to the State Labour Committee of the USSR, over the next 4-5 years, 8-10 million people will be affected annually by employment and retraining questions. Side by side with skilled personnel having various vocational profiles, the ranks of the redundant include:

- individuals not working in their special field, and engaged in temporary jobs;
- persons of pensionable age;
- women with children;
- low-skilled and unskilled workers;
- individuals with a disruptive effect on discipline at work, and those displaying incompetence and carelessness at the workplace;
- socially disadvantaged groups of the population.

Low-skilled and unskilled workers account for around 60% of those initially forced into redundancy. Economists believe that one in three of their number needs vocational retraining. With this in mind, regional employment schemes are being developed, and labour exchanges are operating in a number of Soviet towns. However, far from all those with low or inadequate skills are prepared to undertake training, even when this brings with it a genuine prospect of subsequent advancement at work.

The extent and complexity of this problem are demonstrated by the example of the Kuzbas, where in 1991 the labour market comprised 242,780 individuals notwithstanding a general state of undermanning in industrial plants.[1]

The factors which, objectively speaking, place a constraint on upgrading the skills of employed and redundant workers include the following:

- obsolete technologies and the major role of manual labour;[2]
- the absence in current wage scales and in firms' wages systems of any incentives to promote the continuing training of the personnel;
- deficiencies in the social-security and pension systems;
- the absence of a housing market, and the maintenance of the registration system, which inhibits the development of worker mobility;
- the deficiencies of the vocational retraining and continuing training system, and the over-production of personnel in certain specialities.

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[1] As of 1.8.1990, the undermanning figures for the Kuzbas (Kemerovo oblast) were as follows: coal industry - 7500; iron and steel industry - 3500; chemical industry - 2900; building industry - 12 500; agriculture - 3600.

[2] In 1989, 37.1% of industrial workers in the Kuzbas were engaged in manual labour.

Personal attitudes to continuing training are also influenced to a major degree by such subjective factors as:

- stereotypical attitudes to the prestige of education in general, together with the influence of age factors;
- the psychological unease caused by conditions of social and vocational instability;
- unwillingness to take personal decisions and implement them;
- negative experiences connected with education in the past.

The nature of the interrelations between subjective and objective factors is also governed by particular sociocultural and regional determinants. Furthermore, the probability of a considerable number of official mistakes in the redeployment of labour may be due, not only to a shortage of personnel capable of working under market conditions, but also to traditional attitudes on the part of managers of enterprises and institutions towards production indicators which take no account either of the quality of the workforce or of expenditure allocated to vocational training.

It follows that the priority tasks guiding the activities of the employment service are: stepping up the pace of the retraining and continuing training of personnel; flexible forms of vocational training; and sound forecasting of the development of the labour market. However, the performance of these tasks depends in large measure on the collaboration at the union, republic and local levels of authorities, which are far from possessing equal means for giving enterprises an economic stimulus to assume the responsibility for raising the vocational capacity and skills of their workers and staff. ▲

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Work-oriented learning - learning-oriented work: The "learn-shop" concept in the pilot project "In-company qualification of semi-skilled and unskilled workers in a steel-manufacturing company

Outline

1. Continuing training as organizational development: Goal-perspective-related and methodological features of a working-world-proximate learning concept to cope with technological/organization change

2. The organization and implementation of the pilot project or: How to set up a learn-shop

3. Readiness to undergo continuing training or learning motivation of semi-skilled and unskilled production workers

4. Preliminary experience

The paper discusses the development and the present level of experience of a pilot project initiated in January 1990, which had the task of adapting the qualification structure of unskilled and semi-skilled production workers in a steel-manufacturing company to changed technological and organizational requirements.

In the context of the goal perspective (adaptive qualification) and the anticipated biographical learning characteristics of the workers concerned (production workers not used to learning, mostly excluded from traditional continuing vocational training) a comprehensive approach oriented to the working-world experience of the trainees was selected (learn-shop) in which the workers in small groups formulated their learning needs themselves and could mutually satisfy these needs from the accumulated experience of individual group members. In addition, various adult teaching aids ranging from group moderation to computer-assisted interactive learning were available to the learning groups.

As the term "learn-shop" shows - an artificial term combined from the words " learning" and "workshop" - this pilot project deals with a special setting of work-proximate learning and the expectation of a multiple transfer to the organization of work and the work environment. It is intended to show how such a heuristic learning medium can be organized and implemented in the production environment without being perceived as a disturbance factor or alien body; rather it is viewed as an accepted new instrument for the qualification of workers in the sense of on-the-job or near-by-the-job training and for the innovative structuring of technological/ organizational change.

As little is known about the readiness to participate in continuing training or the learning motivation of the target group selected for the pilot project, the experience gained to date and conceptual considerations on the improvement of the learning motivation of these production workers will be presented and discussed. In addition to motivation aspects, some thought is given to the links between learning and working and the procedure of a subjective (inductive) and objective (deductive) identification of qualification gaps.

Finally the preliminary experience gained from the actual qualification phase of the pilot project, which has been running for 4 months, will be presented, in particular the learning subjects which have been dealt with, the problem solutions obtained, and the way this is handled in the actual production process. The aim is to enable a differentiated and informative examination of the chances and opportunities of this new learning medium, i. e. learn-shop group work, in the continuing training of unskilled and semi-skilled workers. ▲

Qualification strategies for women

For the first time in a European Congress on Continuing Education and Training the subject of qualification strategies for women at work and for the reintegration of women into working life, was explicitly selected as a working theme and dealt with in a workshop. The women representatives from East and West agreed that this transnational exchange should be institutionalized and given some form of continuity. A single workshop dealing with subjects specifically related to women is not enough, especially when, as in this Congress too, men alone determine what goes on in the other workshops and plenary sessions. The views and the experience of women have to become an integral part of the entire process of international congresses because women represent one-half of humanity.

There is a danger that an attempt will be made to solve the economic and social problems in Central and Eastern Europe at the cost of women's jobs. Women are being displaced on the labour market, they are being pushed into less-qualified jobs and the training they receive is totally inadequate. This process has to be stopped both in the East and the West. It is necessary to develop schemes and strategies which will give women the opportunity to participate equally in training and qualification processes and equal opportunities on the labour market. This development has to be encouraged at the different levels. Furthermore, Community resources should be distributed in such a way that work projects for women are also equally supported. The imbalance in the ratio of men to women on the labour market should not be viewed as the specific problem of a "marginal group", it is a problem affecting society as a whole and has to be solved by men and women together.

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Qualification strategies for women at work and the re-integration of women into working life

The purpose of the workshop is to show the multiplicity of approaches and projects which characterizes qualification programmes for women in the European landscape. A number of projects and initiatives representing the very different orientations of qualification schemes and different types of sponsorship for these measures, will be presented.

Projects from the United Kingdom, France, Greece, Spain and Portugal, and contributions from Italy, Hungary and the CSFR (requested) will demonstrate the wide range of approaches required in the different European countries; approaches which, as can be seen, correspond to the industrial level of development of the country concerned and are faced with specific problems.
The workshop will attempt to discuss the problems of the different projects and to have a mutual exchange from which common perspectives can be developed.

In a Europe undergoing a historical process of change and characterized by a closer affinity of East and West, it seems to be particularly important and instructive to compile and compare different possibilities and procedures and to identify common denominators which will enable cooperation and partnership, sometimes in unusual country combinations.

A problem inherent to all projects is the question of funding and the related issues of stated objectives and goals.

- How, in view of the given funding conditions in each case, can a more intensive and continuous further vocational qualification of women take place and be ensured?
- How can the significance of this issue be emphasized and strengthened vis-à-vis the claims of other interest groups?
- How compulsive is the funding situation in the individual countries?
- How can support be organized and what existing networks can be used to this end?

A part of the work and discussions will deal with these questions. The next set of questions involves the funders and organizers of schemes and projects.

- Which bodies can best finance/organize qualification programmes for re-integration in working life?
- Which bodies are best for continuing vocational qualification?
- Should industrial enterprises be mainly responsible for in-company training? What experience has been gained here?
- What are the chances and perspective of autonomous women's projects?

The third part of group work will be devoted to the methods and contents of the respective projects and programmes. Here, the spokeswomen of the projects and initiatives will present their specific approach which will then be discussed. One of the key issues in the discussion will be the importance of stronger support for female management staff. In a European comparison this question lends itself to a critical inventory.

The aim of the workshop is to undertake a review where the plus and minus points can be compared and common perspectives can be formulated. ▲

Continuing education at regional and local level

The quality of an educational system can be judged by the way in which it treats the weakest members of the system. Continuing education and training in Europe should be available even in regions in which living conditions are characterized by deprivation and neglect. Here, joint efforts by the people living there and the associations and institutions working in that area are required. Work is only one aspect of the project "life" which has to be given a new shape. Therefore, the contents and objectives of continuing education and training cannot be prescribed by a central body. The autonomy of the individual and the region should be respected. Continuing education and training is a process for mobilizing regional and human resources.

If continuing education and Training are organized on the "free market" many interested persons will have no chance of getting it. Women and migrant workers belong to these disadvantaged groups in the regions and municipalities. Up to now the EC has not been energetic in promoting their interests. In every region there are also other persons who are excluded from continuing education facilities. Special efforts have to be made on their behalf because their interests are often masked.

At regional and municipal level cooperation and exchange in planning and continuing training are as indispensable as respect for autonomy. Regions, towns and rural municipalities with similar problems all wish to have exchange projects, also with partners over large distances; all of them are interested in mutual visits. However, if cooperation with Western European partners is to be facilitated, the countries of Central and Eastern Europe will require assistance in setting up language courses.

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Integrated continuing education and training programmes at municipal level

Government continuing training bodies have a special duty to act in the public interest. In commercially-oriented continuing training markets geared to wealthy clients with wide-ranging experience of training they are often the only social pillar of the system.

As an established part of their region, they can take particularly effective account of cultural traditions, regional economic structures and the needs and abilities of the individual. Interest in this context focuses on regions with special social, economic and political problems. The situation in both the metropolises and in the rural areas is considered. Mounting problems posed by South-North and East-West migration, the destruction of the environment and political upheavals are among the new problems emerging to join the eternal problem of long-term unemployment, and they must be reflected in continuing training programmes.

The comprehensive development of the individual, the meeting of different cultures and of past and present can enrich the local community in formalized learning processes and informal learning. Continuing training facilities can become open schools for adults, accessible to all and effective not only as places of learning but also as a cultural, political and economic nucleus.

While people must adapt to centrally controlled and profit-oriented continuing training programmes, the chance of readjusting continuing training to meet the local and individual needs of the citizen is examined here. ▲

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Integrated continuing education and training programmes at municipal level - example of an adult education centre in a large city

The VHS (Volkshochschule - adult education school) in Munich is taken as an example to show the opportunities inherent in an integrated supply of continuing education and training for a large municipality such as Munich.

Short description of the social structure and the most predominant social problems to explain the actual situation:

A broad, relatively well-to-do middle class, a strong jet-set. A progressive impoverishment of low-income groups due to the high cost of living (rents), increasing number of homeless people. 17% foreigners, above all migrant workers and seasonal workers, especially from the South European EC countries.

Munich's attractiveness is a result of the high quality of leisure-time activities in the region and a low unemployment rate.

The groups most affected by unemployment are older foreigners, unqualified persons and young people who cannot compete due to social deprivation.
Because of its marginal location on the periphery of the country, political issues are perceived and handled in a manner different to the rest of the country. Example: the problems of re-unification barely touch the social and political climate. Growing awareness of ecological problems. Increasing interest in Europe, rising urban consciousness of the co-existence of Germans and foreigners. Little hostility to foreigners.

The Munich VHS is probably the largest urban VHS. A comprehensive programme structured according to subject-specific criteria is offered to an assiduous public. All disciplines, languages, modern communication sciences and technology are included in the VHS educational programme. In addition to this there is provision for educational and vocational qualification. Specific target-group-oriented programmes, especially courses for foreigners and migrant workers, were introduced many years ago and offer a broad range of opportunities. In most other regions these have slipped into oblivion or been squeezed out by training provision for refugees and migrants from Eastern Europe, but in Munich this programme is still of great importance. Educational programmes in different urban districts for older people (senior citizen programmes) are also of growing importance.

The leading approaches for an adult-oriented continuing training concept will be presented:
education as extension of the personal horizon, acquisition of key qualifications, remedial courses to cover educational gaps such as literacy courses, acquisition of school certificates, aids for leisure-time activities, for coping with daily problems, aids to come to terms with personally experienced history in the form of biographical reproduction processes (writers' workshop, etc.). Study of socially relevant alternative models to shape the future.

Socio-pedagogical counselling and training provision for marginal social groups. Here - as elsewhere - there is a lack of resources to do more target-group-oriented work, for example, despite the great need, there is little promotion of training provision for asylum-seekers: political obstacles and considerations of opportuneness still prevent this.
Requests to the municipality:
Provision of more space, permanent staff and a budget for an extension of continuing training provision addressed directly to the citizen. Danger that course fees will rise, which will mean the exclusion of low-income participants from the programme. A problem which is already apparent today: the funder decides which courses should be Lox-cost or free of charge and for which courses the participant should pay. This means training provision can be influenced by the funder.
As a metropolitan VHS Munich is not representative for the work of a regional VHS or a VHS in other Federal States. Its catchment area and its influence in terms of content and concept extend far beyond the city limits. ▲

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The Project-Pedagogics Approach in Training Schemes for Youth and Adults

For historical reasons France is a country with a highly centralized administrative structure. But, the employment crisis is raising some questions on this state of affairs, because the large national organizations charged with the task of providing a social place for each member of society have failed to do so, as seen by the permanently high rate of unemployment. The way these large organizations function, more bureaucratic than centralized, shows the extent of their inefficiency. In view of this situation, regional autonomy appears more and more to be the required alternative.

The training of youth and adults is affected by this situation, all the more so as it is one of the principal components of the policy introduced in France in 1977 for the "social treatment of unemployment". Unfortunately, it must be admitted that this policy has not succeeded in overcoming unemployment or in "de-marginalizing" the large majority of the groups on the periphery of economic life (youth with no qualification, migrant workers or second-generation migrants, victims of lay-off or redundancy, etc.)

With regard to training, the problem is not one of decentralization alone. It is true that if more power is vested in the regions as against the central government, it is possible to get closer to local realities and individual citizens. But here one must go even further. In training it is the individual who trains himself. "Each man is a kingdom" (Wim Wenders, The Wings of Desire).

In other words, given the failure of the large organizations, it is the autonomy of the individual and not only that of the regions which must be developed. Training, in our age, should not be confined to technical or professional learning. It should also pursue the objective of **developing the autonomy of the person undergoing training.**

This raises a fundamental pedagogical problem and entails a radical change in the trainer-trainee relationship: the function of training should not be based on the logic of training supply but should be derived from demand. Training should be conceived as a **response** to the real and profound needs of the person being trained.

This is the characteristic feature of "Pédagogie du Projet" - the result of pedagogical research commenced in 1983 in the "Centre Pédagogique et Technique d'Appui" (Centre for Pedagogical and Technical Support) of AFPA [1] in Nantes and developed by the "Institut de la Pédagogie du Projet" in Nantes.

When we use the term "project" we not only mean the technical project, but the project as a realization of an autonomous personality, as the result of an authentic projection of the individual.

This is the originality of "Pédagogie du Projet". Instead of focusing directly on the project of persons undergoing training (a project which they sometimes have difficulty in formulating), we work on their capacity for PROJECTION, the origin of every project and the seat of autonomy.

In contrast to the ADAPTATION APPROACH which is generally applied in most pedagogical methods and which induces the persons undergoing training to adapt themselves to what has been planned for them (content, materials, methods) the PROJECTION APPROACH places the persons in a situation where they can themselves determine their training activities and the objective to be achieved through them.

With regard to method, the idea is to present the trainees with space/time training and to get them to make use of it by asking them the question " This space/time belongs to you, what do you want to do with it?"

When using this method experience has shown that there are several modes of projection which may be classified into three main categories:

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(1) AFPA: Association Nationale pour la Formation Professionnelle des Adultes

◗ projection into the future

The trainee defines his training with reference to a project which has already been elaborated and is a prefiguration of what he will do later. In this case the role of the trainer is to **give back-up support** for the project (information, surveys, in-company practical training courses, upgrading training, pre-qualification, etc.).

◗ projection into the present

The trainee embarks on a number of activities required here and now depending on his choice of the means put at his disposal. The role of the trainer in this case is to **help him complete these activities** so that he can progressively reach the projection-into-the-future stage.

◗ projection into the past

Without really being aware of it, the trainee is too preoccupied with his past to carry out a projection into the future or the present. In this case, the task of the trainer is to **help the trainee to structure his past** into a coherent pattern and to come to terms with it so that he can mobilize his energy for a projection into the future. In order to achieve this, the tool "Life histories in training" is mainly used.

The dynamic element of "Pédagogie du Projet" consists of respecting the initial type of projection of each trainee in order to guide him to a projection into the future and the implementation of this projection.

The theoretical and practical aspects of this pedagogical method are set out in Jean Vassileff's book "La Pédagogie du Projet en Formation Jeunes et Adultes" - Chronique Sociale - Lyon 1988 and 1990. ▲

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Integrated Projects in Continuing Education and Training

I. Different types and levels of integration in continuing training

1.1 The integration of intervention objectives (integration of training/local development; integration of training/SME services and technical assistance; integration of training/employment).

1.2 The integration of public and private resources for the development of continuing training projects.

1.3 The integration of decision-making "systems" (Vocational Training, Education, University).

II. Experience gained in integrated projects in the Emilia-Romagna region: Transferable elements, specific difficulties

2.1 The context.

2.2 The experience of continuing training/development in the agriculture/food processing/environmental protection sectors (plain of the River Po).

2.3 The experience of the IMP - integrated Mediterranean plans (hills and mountains of the Apennines).

2.4 Reflections on the experience.

III. Conditions for the development of integration

3.1 Regionalism and greater responsibility of local authorities.

3.2 Pedagogics.

3.3 Mastering the complexity (organization, conflicts, relations). ▲

Work, ecological crisis, continuing education

In the last twenty years continuing education and training played a decisive role in helping to overcome structural problems, especially in the highly industrialized countries. A number of employees affected by the re-structuring of industries, rationalization and specialization could find jobs in new areas through continuing training and re-training. Compared to these difficulties, the problems arising from the ecological crisis today are putting a much greater strain on the employment system. Although much thought is now being given to the environmental crisis, this has not had much impact on the structure of continuing training in the companies.

Almost all sectors of the economy are confronted with new (ecological) demands which will entail differing degrees of change in existing production processes and services. Awareness of ecological problems is growing and there is a rising demand for measures to protect the environment. Existing occupations are being broadened to include environmental protection qualifications and in individual cases, new occupations are even emerging. However, it is still an open question whether all this will suffice to master the crisis.

If the issue at stake is not only remedial measures to repair the damaged environment, but measures to save it from new damage, then the traditional forms of continuing education and training no longer suffice. If destruction of the environment is remedied with technical measures alone, there is a danger that people will think that the problem has been solved, as if, for instance, the installation of a device to filter flue gas suffices to solve the real environmental problem. It is also not enough to give people in certain occupations environmental expertise. There is an urgent need for a change in the patterns of behaviour of all members of society. Here, a completely new system (or rather "non-system") of continuing education with new teaching structures (not linked to certificates) could assume this altered task. Television, video and citizens' initiatives have shown for some years now that learning can take place in different ways and can also be fun.

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Work - ecological crisis - continuing vocational education and training

(approaches for identifying and solving problems)

Summary: Theses

- We have treated our environment long enough as if we could reproduce it perpetually and deplete it without constraint. Environmental problems can be solved. But we not only need financial resources but also much expertise. We do not have much time left, so we must learn fast.

- Given the importance of ecological demands almost all economic sectors are faced with new demands which alter, to a differing degree, the production and services programmes pursued to date.

- The environmental protection market in Austria is still underdeveloped and very heterogeneous. For many potential clients there is still no suitable offer on the market. The development of environmental protection measures is not only a question of money, very often **lack of information on what environmental-friendly processes are possible**, what they “cost” and what they “produce”, is the greater impediment. The lack of information in industry includes the shortage of environmental qualifications on the labour market.

- Many environmental fields are closely related to the security of existing jobs and the creation of new jobs.

- For instance, **water resources protection:** we do not need more sewage treatment plants, we need more measuring stations to clean up all waters in Austria. Clean air and the necessary measures to protect and renew the air mean new jobs: the large incinerators should be examined and partly converted, automobiles should be examined and converted.

- **Urban renewal** also needs many workers and in the **rural area** we have will have to pay more attention to preservation of the landscape and protection of nature; this offers the possibility of ecologically-oriented employment programmes. Positive employment effects can also be obtained in the sector of **waste recycling**. It is possible to obtain a re-utilization rate of over 60% for many different types of waste. The recycling of waste is also becoming interesting in economic terms.

- Through higher inputs in the environmental protection sector industrial firms can eventually compensate and even partly over-compensate higher costs. Environmental protection can open up many new markets and offers innovative enterprises numerous opportunities. Through environmental protection **new jobs** are sometimes created and in other cases there are **changes in the qualification structure of existing jobs**.

- According to a survey conducted by the Austrian Institute for Vocational Training Research (ÖIBF), enterprises which are already active in the environment sector need **skilled workers, persons with certificates from higher-level schools and university graduates**; unskilled workers are seldom in demand. ÖIBF studies on **new occupational requirements** show that it is not only a matter of new occupations which will be created, but that **specific environmental qualifications will have to be added to approx. 50% of existing skilled occupations**.

- In principle, **all occupations need basic knowledge of the environment** and this should be taught during compulsory schooling. But if we take a look at the environmental laws and regulations which have already been passed today, we see that **basic knowledge alone does not suffice**.

- **Specialized basic knowledge is required for different sectors of the environment**. A person who has to deal with air pollution must also know something about waste air and waste gas purification plants, low-pollutant emissions from fuels, control stations, measuring devices, limit values, etc.

- Given these environmental measures, the majority of existing occupations will have to be extended to cover environmental protection qualifications too. The emergence of completely new occupations will be relatively rare, but existing occupations will need skilled personnel with specific knowledge of the environment, e.g. **a measurement and control technician will become an environmental measurement and control technician.**

- In future, when training directives for skilled occupations or school curricula are revised, special emphasis should be put on the **teaching of environment-oriented occupational qualifications**. Up to now, revision of curricula was mostly influenced by technological or organizational change, but in future environment-related contents will also have to be integrated in all training activities. ▲

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Work - ecological crisis - continuing vocational education and training

Although we have been devoting more and more attention to the environmental crisis in the last 25 years, this has still had no decisive effect on in-company continuing training. One of the reasons for this is that people believe they can solve the environmental crisis through local measures, and another reason is that there is little recognition of the relationship between work, industrial enterprises and depletion of nature. In all our efforts to improve the lot of the working masses and to ensure that every individual receives a fair share of economic profits, nature, the very source of life for human beings, is being totally neglected.

Labour disputes mainly revolved around wage levels, working hours and working conditions. But it is gradually becoming clear that, in addition to these demands, the environmental compatibility of the product is becoming an increasingly essential factor. There is even a threat that entire production sectors which cause fundamental environmental problems, may have to be banned. This would have tremendous repercussions on job security for millions of workers in the industrialized countries. If, for instance, we do not succeed in solving the CO_2 problem in the very near future, the use of motor vehicles will sooner or later have to be prohibited. The repercussions on jobs in the industrialized countries would be disastrous.

The same problems arise in sections of the chemical industry, and there are other industrial sectors which are involved either in part or in whole in a fierce struggle for survival because of the climate catastrophe looming on the horizon. Up to now discussion of this issue revolved around technical measures to deal with exhaust gas and improve disposal of waste, by-products and residues. In the meanwhile more voices are being heard, from industrial and political circles too, which proclaim that we will have to abandon a part of the industrial system.

In the last few decades continuing education and training played a decisive role in the overcoming of structural crises, especially in the highly developed industrialized countries. In the past when highly developed industries were being re-structured through rationalization, specialization and the use of computers, it was possible through continuing training and re-training to see, in part at least, that the workers concerned found new jobs in other sectors. In comparison to this crisis, the present ecological catastrophe, which can only be attenuated but not entirely prevented, is a much greater challenge for the employment system.

In addition to the technical measures, which are already being introduced in the form of environmental protection measures, this process - and this is the assumption - will lead to a more severe shortage of work. In other words, working hours will have to shortened if the same number of persons are to be employed regularly. As only a part of the environmental problems can be solved through technical protection measures, the remaining part will have to be solved by giving up consumption in some sectors. This will inevitably lead to a decline in the volume of products. This is where re-training will have to set in on a larger scale, however, it cannot consist of technical skills alone but will have to include a humanistic/philosophical dimension.

Human beings, who in the past were always urged to think of a rational use of time and labour, will now have to learn to accept leisure as an active part of their lives. Highly motivated workers, especially in the Western industrialized countries, who through the extreme working methods applied had developed into over-diligent workers, will have to learn to make creative use (in an intellectual sense) of their free time, i. e. not to use this free time for "off-hour" or substitute occupational activities. Because the alternative which our working society had offered for off-hours, was a type of substitute work. In a future society, leisure time should be used for creative relaxation and not spent in energy-intensive travel, energy-intensive tourism or energy-intensive sports events and similar activities.

This problem cannot be solved by the traditional providers of education alone, but will also have to be solved by the continuing training institutions in the industrial enterprises which in the past have accepted many new continuing training proposals. Only when the traditional continuing training institutions in the firms have recognized this problem and included it in their efforts, will it be possible to solve it. It would be a fatal mistake to assume that this problem can only be solved by public or semi-public institutions. The workshop could and should develop new ideas in this field.

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Environmental destruction: In a friendly package with ecological tricks and biological humbug. Is homo sapiens letting himself be taken for a ride?

Hypothesis 1 The environment really is being destroyed.

Hypothesis 2 Yesterday's growth fetishists are those who are twisting the meaning of words today and the ecological technocrats of tomorrow.

Hypothesis 3 As long as there are no ecologically credible models, the gap between environmental awareness and environmentally-friendly behaviour cannot be bridged by ecological tricks and biological humbug.
The forecasts made by George Orwell and Günter Anders on the development of language have largely proven to be true.

Hypothesis 4 The fourth hypothesis stems from the rumour-mongering of the Association of the Chemical Industry in Frankfurt/Main:
"Nature is chemistry,
Chemistry is life,
Life is responsibility".

Hypothesis 5 Ecological rationality, if it is to be understood as such, demands the preservation of valuable reserves, not the creation of progress, at least not in the traditional sense.
Gentle chemistry not only prevents known environmental poisons, it can also contribute to awakening understanding of holistic ecological circumstances. ▲

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Environmental Protection and the Workplace

The idea that the environment sectors will make a major contribution to the creation of employment in the next ten years is so wide-spread that it is almost commonplace. And it is certainly true that there is a considerable demand for operators, technicians and researchers in the different sectors dealing with environmental protection. Furthermore, as these occupations are mostly new, the level of training needs is high which means that this will also entail creation of employment for teachers at different levels of education.

However, we should not forget that expenditure for the environment is being borne mostly by the public sector and that it competes with funding requirements in other sectors at a moment when the budgetary deficits of the countries concerned are very high. So we cannot calculate the number of jobs on the basis of needs but on the basis of the funds allocated for these needs. Available data indicates that in the OECD countries expenditure on the environment does not - on an average - reach 1% of the GNP and of this almost 2/3rds is assumed by the public sector. There are no signs that this percentage will increase; in many of the countries the highest expenditure in terms of % of GNP was achieved in the 1970s.

It is very difficult to analyse environmental protection in sectoral terms; when environmental standards are integrated in the technology, it is no longer possible to separate the share of the investment which is intended for the environment. The same applies to the occupations. In the course of time, every engineer, every economist, every technician will have to study and think about the issues relating to impact on the environment in his field.

These considerations clearly show that training plays a fundamental role, either in the integration of environmental know-how in traditional curricula, or in the creation of new occupations. The first question which arises here is that of "training for trainers". The trainers have to acquire a trans-disciplinary mentality, they have to be able, in their instruction, to transmit a problem approach covering the concepts of limitation and complexity which are at the heart of the man/environment relationship.

The Polytechnic School in Turin has launched an environment training scheme which tries to cover all the issues raised above. It has designed short continuing training courses for managers, technicians and professionals working in the public and private sectors and has introduced a Masters course for environmental engineers (coordinated at European level) which provides multi-skill training for young people with a certificate in subjects relating to the environment (engineers, economists, biologists, architects, etc.) who after training will be in a position to coordinate environmental activities within a firm or a public service. ▲

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The Biosphere, the Technosphere and Society

Summary

The technosphere is the arena of the metabolic processes of society and the biosphere, the "venue" of the clash between the two.

As far as its "density" is concerned, the technosphere was still almost completely embedded in the biosphere only a few centuries ago. Nowadays, however, it is the reverse.

Every single problem of the biosphere is in some way related to the activity of food chains - or their disruption.

The metabolic processes of the biosphere are quasi-cyclical, those of the technosphere quasi-lineary in nature. The processes of the technosphere exploit the biosphere and sources of raw materials, produce an untold quantity of waste and in the final analysis the products themselves also end up as waste.

The long-term existence of the human race can now only be envisaged if man can harmoniously adapt the metabolic and energy exchange processes of the technosphere to the biosphere.

Our legacy to the generations of the future must be a healthy, or at least a curable biosphere.
We must not forget that the basal metabolic rate is limited and the reserves of matter in the biosphere are not infinite. It is therefore not possible to build a technosphere with a permanently exponential growth on top of the cycles of the biosphere. The result would be a self-destructive tumor.

The best means of achieving these aims is education for environmental protection, based on both ecological knowledge and emotional stimulation. ▲

East-West company cooperation or "How to learn market economy"

The development of East-West company cooperation is proceeding at a breathtaking pace at present. There are probably some hundreds of cooperation agreements between Western European firms and Central and Eastern European partners, and more are being signed every day. This cooperation ranges from joint ventures to the establishment of new industries. There is virtually no country which is not involved in one way or another.

The Western companies are faced with the difficulty that their Central and Eastern European partners operate in economic areas which are still oriented to central planning or are just taking the first steps towards a market economy. The staff in these companies, above all the management team, are faced with completely new demands. But how can Western principles of management be transposed to state-controlled centrally-planned economies? How can internal reforms be introduced against external barriers? Continuing education can certainly not confine itself to teaching only the technical skills of management and business administration.

The "ideal businessman" in a market economy has some specific characteristics: creativity, ability to introduce innovations, ability to get his ideas accepted, willingness to take risks, etc. All this is required to make up a "true" entrepreneur. But how can such key qualifications be acquired or taught? Even in the West there is no agreement on this. The only certainty is that entrepreneurial skills and market-economy-oriented action cannot be taught in seminars and courses alone. This applies even more so to Central and Eastern Europe.

What happens to people when the orientations and value concepts which they have acquired over decades, suddenly no longer seem to be valid? What achievements - not only economic - are they capable of and how will they cope with a social order whose central values are so different to the ones which prevailed up to then? If continuing vocational training is not to be reduced to the mere acquisition of formal qualifications, the human being will have to be viewed in his overall life situation. Therefore, consideration of this life situation is one of the pre-conditions for the development of adequate qualification schemes.

New structures, whether in the company or in society as a whole, must grow gradually, they must mature within the human being and be mentally integrated. They cannot just be "transplanted". This makes it clear that continuing education and training programmes for the Central and Eastern European countries are long-term and broad-based propositions. There is no quick and easy way of achieving this.

Hans Joachim Maaz
Evangelisches Diakoniewerk
Halle

Psychological problems arising from radical structural changes in the former GDR

Outline of contents:

Repression was the essential factor in "actual socialism". The psychological effects of repression are presented. After the system collapsed there were profound identity crises and a disintegration of values. The new social structures have to grow gradually and they must mature and be integrated in the people, they cannot simply be "transplanted". The unification process has generated considerable psychological problems. The reasons for this are described. Attention is drawn to the necessity for a "psychological revolution" and some psycho-therapeutic solutions are outlined which are of tremendous importance for all issues relating to education and training. ▲

Manfred Dyrschka
Steel Baco Ltd.
Berlin

The Learning Process as Part of the Joint Ventures in Poland

1) Development of East-West inter-company cooperation from project-oriented cooperation via joint ventures to establishment of enterprises and the corresponding changes in practical in-company management training.

2) Market-economy-oriented practical training in economic areas which are still oriented to centrally-planned economies.

- Contradictions in theory and daily practice
- Lack of a feeling of responsibility
- external barriers to internal company reforms
- Ability to learn cost-oriented thinking through participation in success
- Fear of decision-making due to imprecise legal situations

3) The learning process as part of practical work-experience in Poland

- a clear statement of tasks is half the road to success
- Independence creates self-confidence
- business acumen can be nurtured by EDP
- curb the tendency to shift responsibility to the person higher up
- parallel business training in leisure hours

4) Discussion (questions - answers) ▲

Anders Hedlund
SIND - Statens industriverk
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Course in entrepreneurship and market economy for Estonian decision-makers

The National Industrial Board (SIND) is the Swedish Government's agency for small business development and regional development. In November 1990 an agreement was signed by SIND and the Estonian Ministry of Economy concerning two courses for regional and local decision-makers about entrepreneurship and market economy. The courses were financed by BITS, the agency which administrates the Swedish support to the transition process in Eastern Europe.

The courses took place in two small towns: Ronneby in South-Eastern Sweden, December 3 - 17, and Leksand, 250 km North-West of Stockholm, January 7 - 21. The first course was arranged by the regional University College and the second by the Small Business Education Company, which is a subsidiary to the Swedish Federation of Free Enterprise.

The Estonian Minsitry of Economy selected forty decision-makers from regional governments and municipalities. Their field of acitivity was mainly economic development, implementation of economic reforms, start-ups of small businesses, privatization, local administration. Regional and local decision-makers have a strategic role in the transition to market economy, but they have less possibilities than central government officials in Tallinn to study the development in Western countries.

The purpose of the course was to give the participants information about the market economy and entrepreneurship, about the functioning of an economy with competition in the markets of goods, capital and labour, about the decisive factors for the birth and development of small and medium-sized firms. Another item was public and private institutions and their interplay with the firms. The objective was to give an overall view which would assist participants to determine decisions and priorities.

Lectures in business administration and economics were alternated with study visits to enterprises, municipalities and regional agencies. The main language was English which was interpreted to Estonian. The two main teachers accompanied and tutored the study group from morning to night during the entire course, which gave them the opportunity to answer any questions that occurred.

An evaluation of the course was made before the return to Estonia. Individually and in group discussions the participants gave their views on the relevance and importance of the activities of the course, on the level and pace, and on possible approvements.

A general judgement is that the courses were successful. All the 35 participants, who completed the evaluation, were of the opinion that the courses had high or very high relevance/importance. A closer look at the evaluation material reveals the following:

- The lectures in general get a high mark: 31 out of 35 think they were of high or very high relevance. Differences in previous knowledge of economics among the participants gave rise to some problems, especially for guest lecturers.

- The study visits also get a very high general mark. All except one of the participants gave them a high rating. Most popular were the visits to enterprises, county governments, municipalities and banks.

- The length of the course was approved by a large majority. The combination of ten days in a small town and four days in Stockholm also met with approval.

- The structure of the course (the mix of lectures and study visits) was praised as "good and logical" in the evaluation discussions. But some people were of the opinion that the most elementary lectures could be given in a preparatory course in Estonia.

- How useful is the gained knowledge for the participants when they return home to Estonia? The answers given are of the type: "we got a lot of new ideas", "the course will surely be very useful for us" and "we learnt a new way of thinking". As the objective of the course was to raise the general level of knowledge - how a modern market economy works in practice - these comments must be looked upon as positive remarks.

At present two courses for regional decision-makers from Lithuania are being planned. If possible they will take place in May and June. Based on the experience from the first courses some changes will be made. In the selection of the participants the Lithuanian Ministry of Economy will try to obtain homogeneity of the educational and professional background. Some elementary lectures will be delivered in a preparatory seminar in Vilnius and some additional lectures or study-visits will be added according to the wishes of the participants. ▲

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Challenges to the qualification of the workforce in the transition from the planned to the market economy

1. The five new Länder - the territory of the former German Democratic Republic - are faced with a dual challenge: they have to catch up with the Western part of Germany, on the one hand, and embark along the path of socio-economic renewal emerging throughout Europe, on the other.

The principal trends in the transformation of the labour landscape are as follows:

- the process of restructuring towards a service-oriented society with a wide variety of functions; this runs in parallel with the globalization of world-wide economic activity, intensive use of new technologies and full utilization of the potential of high-level skills;
- changes in the Western part of the Federal Republic of Germany characterized by decisive transformations in the employment structure, above all as a result of the following factors:
- the additional large potential of new jobs in the adjustment/programming, control, maintenance and operation of highly complex technical facilities in the production and services sectors puts new and higher demands on the skilled workforce;
- as far as services in the production environment are concerned, the advance of information and communication technologies implies a decline in the importance of routine work and simple processing activities. Job tasks are expanding to include management, coordination and organizational functions. The actual field of expansion of the demand for manpower is shifting towards "secondary services", calling for an increasing number of highly-skilled workers;
- the ongoing expansion of person- and society-related services shall increasingly become a site factor in the Europe of tomorrow, helping to decide where the growth sectors of the future shall be concentrated.

2. Continuing education and training are becoming a vehicle of the target-oriented development of employment structures. This equally applies to the access of the younger generation to working life and to the ongoing modernization of the potential of useful skills. The determined channels, namely:

- the clear differentiation of employees within the firm/ administration;
- the provision of continuing training measures outside the firm to back up company activities;
- and the re-integration of the unemployed via measures helping them to overcome the re-integration thresholds and establish themselves in long-term employment, have not yet been developed into a complementary system in East Germany. It is now a question of setting up a system based on the division of labour, whereby the focus should be on phased and integratory concepts.

This phased approach involves, among others, linking up general schemes to upgrade the skills of the workforce with specific sectoral, vocational and functional activities, the latter in turn moulded into certificate profiles, assigning a new occupational profile and status to the individual and thereby helping to ensure the vocational mobility described by the second paragraph of the German Act on the Promotion of Labour as the principal task of employment policy. ▲

Jean François de Zitter
IFG - Institut Français de Gestion
Paris

IFG Projects in Central and Eastern Europe

In the USSR

At the end of 1989 we established the first joint Franco-Soviet company for management training. Invest-Training was founded by IFG and its Soviet partners, the Managers Club set up under the aegis of the Ministry of Heavy Industry. 300 Soviet managers received training in Paris in the course of 1990. An information centre for Soviet industrialists has just been opened in Moscow.

In Poland

IFG was selected by the France-Poland Foundation to develop a programme for training, introduction of 700 Polish managers and executive staff to Western management, transfer of technology and training.
An information centre has been operating in Warsaw since September 1990.

These two concrete schemes permit a preliminary review of activities which shows that:

- "private" sectoral action is efficient,
- the market should be approached with no prejudice or pre-conceived notion taking into account the current situation of enterprises in Eastern Europe,
- pedagogical innovation is a determinant factor. ▲

Continuing education and training without frontiers...

Anyone who tries, from Central and Eastern Europe, to follow developments in Western educational technologies, will be astounded: DELTA, COMETT, EUROPAGE, SATURN, OLYMPUS, EUROSTEP, INTERMAPS - just to mention a few of the "high tech acronyms" whose content is a mystery to the non-initiated even in Western Europe. They represent EC research and development programmes, education technology projects, communication satellites, open learning systems, and they show the present development level of new technological learning. As in the West, the computer has long found its way into Central and Eastern European schools and classrooms, not however as a medium of education technology to improve learning efficiency, but as an essential piece of equipment, as a "tool" for future occupational activities. There was no electronics industry to discover a new and promising market in continuing education and training with the result that there is a technological, i.e. "instrumental" lag behind the West.

The situation is quite different in the field of distance learning which still uses "traditional" media (apprenticeship certificate, etc.). Here the Central and Eastern European countries have a rich reservoir of experience. Both elements must be united, Western educational technology and Eastern distance learning systems, to meet the tremendous demand for qualification as quickly and as inexpensively as possible. Cooperation means mutual advantage. At the 3rd European Congress on Continuing Education and Training, however, the educational technologists from the West were alone. Their colleagues from the East, if any, could not attend. Thus it was not surprising that the results of the discussion in this workshop were not any different from the results of other meetings and only repeated recommendations which had already been repeated elsewhere: More research! More cooperation!

Ricardo Charters d'Azevedo
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Open and flexible distance education and training in Europe

Background

Europe is now facing a tremendous challenge in meeting the demand for skills at all levels, particularly in the technology field. (See IRDAC Opinion on "Skills Shortages in Europe" Nov. 1990.)

In Europe the investment in and consumption of continuing education for adults is relatively low. This constitutes a real problem in the Community, where the rate of technological and product innovation is anything but decreasing and where the base of the population pyramid is getting narrower rather than wider. The rate of technological innovation increases the waste of human capital. Demographic figures show an increase in the average age of the human capital. The working population is ageing.

The IRDAC note that even if useful knowledge has a half-life as long as ten years, intellectual capital is then depreciating at 7 % /year (which is a much higher rate than the recruitment of new graduates), with a corresponding reduction in the effectiveness of the workforce.

At the same time, government intervention in the field of continuing education usally lags behind the support of primary, secondary and traditional higher education. Europe has some catching up to do. Investment in distance education compares favourably to all other possibilities.

The unknown potential

Distance training has not yet achieved the position in the socio-economic and training policies of the European Community that would optimise its effect. The existing potential is relatively unknown. The potential to be developed is often ignored during discussion of the European challenges for training.

In turn, continuing training for professional life will be a decisive element in the development and adaptation of training institutions, necessitating greater integration of working and learning environments and increased competence in providing flexible learning opportunities.

1. The skills requirement, under the pressure of demographic patterns, will be put enormous pressure on education and training to increase qualification rates and to increase the size and effectiveness of the workforce by means of measures of upgrade existing skill levels and to increase participation rates both generally and in relation to under-represented groups. Moreover, skills development in the less favoured regions of the Community is a critical factor for overall economic development, in particular to SME's. This is equally true for the rural areas of the Community, in particular the remote ones, in which accessibility remains a major problem when designing a major training or retraining scheme.

2. As new information and communications technology penetrates even further, new forms of teaching and learning will be able to exploit the potential of that technology. This will not mean that technology will replace teachers, but that the technology will present both teachers and learners with novel ways of handling and communicating information.

3. The predicted increased mobility of qualified workers within the Internal Market gives rise to issues of comparability and recognition of national awards and qualifications. The approaches so far adopted through programmes such as ERASMUS and COMETT and also the Community Initiatives like EUROFORM, will increasingly bring about transnational approaches to qualifications, based on joint degrees and credit transfer, including those based on distance teaching.

The potential of open and distance learning

The time factor

The simplest expression of the comparative advantage of distance training to society is the time factor. The time factor is the central theme for the meeting and the cooperation between the labour market (or in narrower terms: economic life; in wider terms: the whole range of public activities of citizens) and open universities or other systems of open distance training.

The distance component

The soundness of the "distance" component in distance training depends on the didactic design of the materials, the degree of additional tutoring and guidance necessary in spite of the nature of the materials, the way in which tutoring is organised and offered, and the extent of the use of "telematics" in the media-mix. In principle, however, distance education is synonymous with "open learning" in all countries because of a certain degree of freedom of time, place and pace, and a certain degree of modularisation of the subject matter.

The Community Programmes

Both within specific programmes such as COMETT, EUROTECNET, TEMPUS, LINGUA and ERASMUS, but also FORCE and DELTA notably through direct support to distance learning organisations and projects with an European dimension such as EADTU (European Association of Distance Teaching Universities), SATURN, EuroPACE, and EuroSTEP (the European Association of Users of Satellites in Training and Education Programmes).

The Structural Funds of the Community have been reformed under the Single European Act which resulted in a a new article V of the EEC Treaty. The Funds are now seen as "instruments of economic development" which can become part of structural policies to enable all of the Community's regions to share increasingly in the major economic benefits deriving from the completion of the internal Single Market. The Regional and the Social Fund, however, will play an important role in the provision of distance training facilities notably throughout the EUROFORM Community initiative.

Exchange of experience at Community level

There are clearly a number of areas in which the potential of further European Community cooperation could be great. Reflecting that open, flexible and distance learning will constitute an important sector, notably in the setting up of a future large trans-national European network, based not only in satellites approach. ▲

Chris Curran
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New Methods - Old Practices

This paper will outline the distinctive characteristics and primary organisational models of distance learning. The cost structure of distance education will be compared to that of conventional education. The use of medias as a central element in distance education will be discussed, with particular reference to the cost aspects of new forms of information technology. The paper will indicate the growing links between distance education organisations and discuss the potential for further cost-effective cooperation and development at an European level. ▲

Friedhelm Nickolmann
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New media in European Continuing Education and Training

Challenges

Two essential challenges for Europe in the West and the East:

- The establishment of the West European Common Market
- The re-structuring and re-orientation of economic and social systems in the Central and Eastern European countries.

Education, training and continuing training play a central role here:

- Transfer of available knowledge
- Teaching of new skills and know-how
- Response to the doubling of accumulated knowledge every five years.

New media offer new chances for education: they can overcome time and place constraints, but their application is greatly varied and often accompanied by euphoria or scepticism.

Frame Conditions

Use of media should be determined not by commercial or technical availability but by the demands on content.

A number of factors to be considered: target persons and target groups, tasks, contents, non-dependence on time and place, educational objectives.

Complicated network of relations and interests:

- Divergence of target groups and requirements
- Multiplicity of partners
- Variety of sales channels.

One single medium cannot possible comply with all demands; it will be necessary to have an integrated set of media (including old media).

Requirements when introducing new media in the field of education: information, media-related training opportunity/risk balance, general access, avoid irreversibility.

Supplement new media through care and counselling of staff, intensify interest through printed material, tele-dialogue and tele-conferences.

Perspectives

The new media are not substitutes but a considerable improvement of the forms of education applied up to now.

Perspectives for development in education through new media:

- individualization
- popularization
- democratization and liberalization
- new forms: expert training, in-company learning groups, combination of training and employment
- Europeanization and internationalization.

Western Europe: use the large number of media and telecommunication networks; link isolated solutions; strengthen cooperation between education and industry.

Central and Eastern Europe: poorly developed telecommunication services; small range of available media; leading role of traditional media.

Avoid monopolies; make full use of diversity and multiplicity.

The efficiency of media use is improved if it is linked to other development processes in other infrastructural sectors (telecommunications, traffic and postal services, industry).

Preserve the typical features of different regions and nations; no monopolization and uniformization of the variety of cultures.

Therefore, experience and trends in Western Europe cannot simply be transplanted to Central and Eastern Europe.

Cooperative European initiatives to provide a framework and to create favourable conditions for utilization of media in the education sector should promote cooperation in the use of new media for education, training, and continuing training. ▲

Claudio Dondi
SCIENTER - Centro di Richerche e Servizi Avanzati per la Formazione
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Access as a key concept for policies to develop open and distance learning throughout Europe

Open and distance learning, by increasing the flexibility of training supply, improve the accessibility of learning opportunities and make them available to a wider public.

Information is another component of the concept of accessibility: information on distance, open and flexible learning opportunities needs to be further developed it the maximum results from investments in distance learning is to be obtained.

The EC Commission, National Governments and regional authorities have developed several measures to encourage the development of open and distance learning in recent years: the presentation will focus on the impact of such policies on the accessibility of distance and open learning opportunities.

Special attention will be paid to present developments in the field of databades on distance and open learning in Europe.
▲

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The Programme
Finish your schooling, now is the time

After 40 years' dictatorship, which wiped out its existence as a national entity, Catalonia constituted itself as an Autonomous Community in 1979. Its government, the Catalan Legislative Assembly, was given full powers to regulate and administer all facets of the education system including levels, degrees, modalities and special fields.

When it comes to education in Catalonia, the situation is sorely lacking, particularly with regard to the population's knowledge of Catalan, the native language. Statistics on the level of education of the Catalan population in the over-14-age group reveal that more than 2.8 million inhabitants have not completed their lower secondary schooling. This prompted a special scheme aimed at promoting and encouraging the population to acquire their lower secondary school certificate. The programme is being increasingly directed at all age groups from young people to adults of retirement age, which means that the target group is 60.5% of the over-14-year-old population.

Against this background, for the first time ever, Catalonia's public television was called on to play an active role in adult education.

And that is how the programme "Finish your schooling, now is the time" came into being. The aim of the programme is to help people acquire a basic knowledge in all the lower secondary school subjects via the public TV channels TV3 and Canal 33.

It is an innovation without precedent in adult education. The scheme makes use of a clever combination of media, implementing the audio-visual means "par excellence", i. e. television and video on the one hand, and work books with the written language as a means of communication on the other. A third methodological element is the technique of learning-by-doing, which is reinforced by the contents of the teaching units. There is a fourth component in this scheme: a free-of-charge telephone consultancy service with a tutor who is available daily for phone calls between 9 am and 9 pm. By dialling 900 333 100 students can discuss any problems which might arise during the course.

These features make the programme "Finish your schooling, now is the time" quite unique in Europe. It likewise makes Catalonia a forerunner in this type of adult education, as it already is in the field of language education for small children using the method of "language immersion".

The programme is addressed to all those who would like to prepare for their lower secondary schooling certificate with the help of the TV3 and Canal 33 programme "Finish your schooling, now is the time", and by doing the exercises in the relevant work books. It is likewise directed at those who wish to improve their basic knowledge without sitting the examination.

The programme "Finish your schooling, now is the time" was launched in May 1990; ten units were broadcast on Catalan, Mathematics and French. Since October 1990 the programme has included all subjects covering the basic knowledge imparted at lower secondary schools. The 30-minute programmes are broadcast daily from Monday to Friday on the two public TV channels of Catalonia.

July 1990 saw the first extraordinary examinations in the three subjects; 71% of the candidates passed their examination in Mathematics, 86% in Catalan and 66% in French.

This initiative met with an encouraging response from the adult population. This justifies an intensification and more generous development of this and other adult education programmes by means of television, an instrument of communication available to everyone. ▲

Hang the wagon on the moving train

"The European Community train is on the move. We have to try and couple a large number of wagons on to this train. Normally, the train would be halted for this operation. But we are trying to do this while it is in motion and are even accelerating the train in the process. This operation produces a sense of anxiety, perplexity, sometimes hectic activity or even worse, the courage of the desperate. At the same time everyone is trying to conceal these emotions."

This is how Hans Joachim Rieseberg, one of the rapporteurs, described the current problems in Europe, and they emerged in the same form in the Congress.

The 3rd European Congress on Continuing Education and Training - a two-day mammoth meeting with almost 2,000 participants, more than 300 from the countries of the former Eastern European block, a Congress with almost 100 speakers in working groups with extremely diverse subjects and a crowded programme - what was the outcome?

Firstly, the realization that the continuing education and training instruments available in the West are possibly not - to retain the metaphor of the train suitable for coupling!

The main experience in this Congress was the "wordlessness" of the Central and Eastern European participants and the "helplessness" of the experts from the West. Western European educational experts know each other by first name, they meet regularly, speak different tongues but still the same language, have eloquent turns of phrase and show what is going on in the Western world. But, the mere knowledge of what is going on in the West does not help a manager from the East. The realization that urgently needed advice is not forthcoming leads to a feeling of insecurity. So does the inability to give this advice, despite all expectations. For the first time in a "Manager Congress", said the Chairman of a workshop, did he hear the word "fear" used so often by both sides. Fear of what is going to happen, fear of change which will effect not only one part of Europe. For this reason continuing education and training in the European Community should be critically examined to see whether it is capable of coping with the present changes in Europe.

The 3rd European Congress on Continuing Education and Training was not an East-West event. It was an EC-Congress with a large participation from Central and Eastern Europe. Perhaps its most important outcome was the atmosphere which reigned. A Czech participant expressed this very eloquently in a brief statement at the end of the Congress. He did not come to Berlin, he said, in the hope of finding financial donors who would help him to finance all the urgent reforms in his country. No, no one could promise financial aid. But still he was not returning home empty-handed. What he had experienced at the Congress in Berlin was the manifestation of solidarity and partnership between all the participants from East and West, and this was as important as any form of material assistance. ▲

CEDEFOP — European Centre for the Development of Vocational Training

Perspectives for continuing education and training -
Cooperation between Western and Eastern Europe

3rd European Congress on Continuing Education and Training,
Berlin, 14 - 15 March 1991

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